MEMORANDUM

September 22, 2008

TO: Planning, Housing, and Economic Development Committee
Education Committee

FROM: Vivian Yao, Legislative Analyst

SUBJECT: **Briefing – Positive Youth Development**

Today the Planning, Housing, and Economic Development Committee and the Education Committee will hear a briefing on the County Executive's Positive Youth Development Initiative. The following individuals are expected to participate in this briefing:

- Uma Ahluwalia, Director, Department of Health and Human Services (DHHS)
- Gabriel Albornoz, Director, Department of Recreation
- Wayne Jerman, Assistant Chief, Police Department
- Natalie Cantor, Director, Mid-County Regional Services Center
- Cathy Matthews, Director, Upcounty Regional Services Center
- Gary Stith, Director, Silver Spring Regional Services Center
- Kathy Lally, Executive Director, Collaboration Council
- Cheryl Lynn Jenkins, Collaborative Project Coordinator, Collaboration Council
- Edward Newsome, Director of School Performance, Montgomery County Public Schools (MCPS)

OVERVIEW BRIEFING

The Council has been concerned for many years about how to make programs and services available to meet the needs of the County's youth. The last presentation to the Council on the Positive Youth Development Initiative occurred in May and provided context for FY09 budget decisions. The Committees have requested a status briefing on the initiative to hear what progress has been made by the Executive Branch and other key stakeholders in developing a comprehensive approach to providing and sustaining services and programs that support County youth.

In preparation for this work session, Council staff requested information on (1) the CountyStat review of PYDI; (2) an update on three community-based collaboratives including demographics, existing programming, identified community needs, and short and long term strategies to meet those needs; and (3) a comprehensive listing of County funded youth development, out-of-school time, and gang prevention activities.

In response to this request, the Executive Branch provided a cover memorandum relating to the presentation, a status report on the initiative, and a visual schematic describing key components of the initiative, which may be found at ©1-4. The status report identified the goals, the target groups, and the outcomes for the initiative.

COUNTYSTAT

CountyStat recently held its third meeting on the Positive Youth Development Initiative on September 5. The presentation materials for that meeting are attached for the Committee's review at ©5-34. The materials include the status of initiative-related tasks that are complete, in progress, or not complete (©8-10). Steps that have been completed include the identification of programs that should fall under the initiative and the definition of risky behaviors. Additional materials from the presentation focus on identifying prevention outcomes and providing an update on community-based collaboratives.

COMMUNITY BASED COLLABORATIVES

Three community-based collaboratives have been meeting over the past year in three geographically targeted communities (Germantown's Gunner's Lake-Waring Station community, Silver Spring's Long Branch community, and Wheaton's Hewitt Avenue-Bel Pre Corridor community and the Kennedy High School cluster). Update information on the community-based collaboratives is included in the packet at ©21-24. According to these materials, the collaboratives brought together youth, parents, community organizations, county departments and advocates to "identify needs, acknowledge gaps, and recommend additional resources" (©21).

The Directors of the Upcounty, Mid-County, and Silver Spring Regional Services Centers will be present to brief the Committees on demographics of the communities, the needs

2

identified for the communities, and recommendations and short and long term strategies developed through the community-based process. **The Committees may be interested in understanding which of the recommendations have been implemented to date.**

EXCEL BEYOND THE BELL AND THE COLLABORATION COUNCIL'S ANALYSIS OF AFTER SCHOOL PROGRAMS AVAILABLE IN THREE COMMUNITIES

Kathy Lally will be present to provide an update on the Excel Beyond the Bell Initiative and the Collaboration Council's Analysis of After School Programs Available in Three Communities. The Excel Beyond the Bell partnership brings together key stakeholders working together to develop a system of accessible, affordable, quality out-of school time programming all children and youth in the County.

The Analysis of After School Programs Available in Three Communities report analyses regularly occurring programs available directly after school on weekdays, primarily during the school year, and in the three identified communities. This packet contains the main report and analysis of after school programs in the three identified community at ©35-51, but does not reproduce any appendices. Full copies of the report have been distributed to Councilmembers and are on file with the Office of Legislative Information Services. Members of the public interested in reviewing the complete report may contact the office at 240-777-7910.

Some key highlights of the report include:
- While the Hewitt Avenue/Bel Pre Corridor/Kennedy Cluster and Long Branch communities have a similar number of middle school and high school students living within the established boundaries, there are nearly twice as many programs in Long Branch than Wheaton and twice as many providers.
- While the number of programs compared to population can be assessed, data were unavailable to determine actual capacity of these programs.
- Career and workforce preparation programs are rare in all three communities;
- Most of the programs offered in all three communities are MCPS extracurricular stipend programs.
- Across all three communities, about 33% of the available programs for middle school students require academic eligibility. About 75% of programs for high school students in Germantown and Wheaton require academic eligibility and 35% of programs in Long Branch.

COMPREHENSIVE LISTING OF YOUTH PROGRAMING

In response to the Council's request for a comprehensive listing of County funded youth development, out-of-school time, and gang prevention activities, the Executive Branch provided responsive data for the programs that fall within the Positive Youth Development Initiative (attached at ©52-54). In addition, the Department of Health and Human Services provided an additional list of community-based organizations that receive County funding to provide youth programming (attached at ©55-56). A comprehensive list of all County funding that supports youth programming had not been provided at the time of publication of this packet.

3

Nevertheless, efforts and progress have been made by Executive departments in concert with key partners like the Collaboration Council to capture data related to all youth development programs in Montgomery County through the Collaboration Council's InfoMontgomery web-based data collection system. Furthermore, Council staff understands that Collaboration Council and Executive Branch staff have performed outreach to organizations that receive County funding to encourage them to enter information about their programs into InfoMontgomery.

Council staff understands that at this time, there is no mechanism for ensuring that all County-funded programs enter information about their programs into InfoMontgomery. Committee members may want to discuss whether InfoMontgomery would be the appropriate mechanism for collecting information related to County-funded programs, and whether the Executive Branch knows of any barriers to requiring contractors to enter data into InfoMontgomery.

Cheryl Lynn Jenkins will provide a demonstration of the InfoMontgomery system at the briefing.

GANG-RELATED REPORTS AND POLICE PROGRAMS

At the May briefing on the Positive Youth Development Initiative, Councilmembers requested updated information on the semiannual gang assessment and gang incident reports. The Police Department was very responsive in providing update information including a 2nd quarter 2008 Gang Report with comparison data from the previous year (©57-59); a Semi-Annual Active Gang Assessment (©60); maps that show gang related crime in CSAFE areas, the density of juvenile offenders, and incidents of violent crime (© 61-69); and descriptions of police programs included in the Positive Youth Develop Initiative (©70-78).

DISCUSSION ISSUES

- **Definition:** The Committees may be interested in discussing how programs are included in the Positive Youth Development Initiative and in reviewing what criteria are used by all departments to select programs as part of the initiative. For example, Summer Fun Centers and Linkages to Learning serve middle school-aged youth but do not appear to be included in the initiative. Is there a need to include County-funded programs run by community-based nonprofits or programs in coordination efforts regardless of whether they are defined as part of the initiative?

- **Next Steps:** The Committees may want to clarify what will be the next steps for the Initiative. What will CountyStat focus on next? What will be the ongoing work of the community-based collaboratives? How will key stakeholders move forward to expanding the use of InfoMontgomery?

4

The packet contains the following attachments:

F:\Yao\PYD\positive youth development final.doc

DEPARTMENT OF HEALTH AND HUMAN SERVICES

Isiah Leggett
County Executive

Uma S. Ahluwalia
Director

MEMORANDUM

September 12, 2008
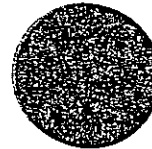
To: Councilmember Michael Knapp, President
Councilmember Valerie Ervin, Chair, Education Committee

From: Uma S. Ahluwalia, Director, Department of Health and Human Services
Gabriel Albornoz, Director, Department of Recreation
Thomas J. Manger, Chief, Police Department

Subject: Positive Youth Development Initiative

      We are looking forward to presenting to you and the members of the Education and Planning, Housing, Economic Development (PHED) Committees on the progress of the Positive Youth Development Initiative. We have some important information to share regarding the work of Community-based Collaboratives (CBCs) and the Prevention, Intervention and Suppression activities of our departments and partners. Montgomery County Public Schools (MCPS) will also be present at the session to share the work they have been engaged in to support the youth in our schools. Edward Newsome, from MCPS will be representing the school system.

      During our session, Regional Services Center Directors, Cathy Matthews, Gary Stith and Natalie Cantor will share with you their work with the CBCs. Enclosed you will find information on the demographics, needs, recommendations and the short and long-term strategies that have been developed through the community-based process.

      The Collaboration Council will also review the data collected for the three CBC communities that will shed light on the capacity, type, frequency and other elements of programs that operate in the three communities.

      Attached, you will find a comprehensive list of the programs that are supported and provided by the Departments of Corrections, Health and Human Services, Libraries, Police and Recreation in the Positive Youth Development Initiative. We are also providing a brief description of the overall initiative, our target groups and approaches, along with a visual representation of the three levels of service in the initiative. In addition we are providing data, maps and charts that show programs employed by the MCPD as part of the PYD initiative.

Office of the Director

401 Hungerford Drive • Rockville, Maryland 20850 • 240-777-1245 • 240-777-1295 TTY • 240-777-1494 FAX
www.montgomerycountymd.gov/hhs

MCPD is also providing maps that highlight juvenile crime and gang related incidents in the county and specifically the target areas.

As we move forward in this initiative, we continue to strive to strengthen the system that supports the youth of our community and to assure that they are able to reach their full potential. This goal will only be achieved through our continued collaboration and vigilance.

We look forward to discussing these items and the progress of the initiative with you at our September 24th session.

KG:kdm

Enclosure

c: Timothy L. Firestine, Office of County Executive
   Kate Garvey, Chief, Children, Youth and Family Services

<u>Montgomery County Positive Youth Development Initiative</u>
September 2008
The Montgomery County Positive Youth Development Initiative (PYDI) is a collaborative effort to support the youth in the county to reach their full potential, to reduce risky behavior and to assure community safety.

These goals will be achieved:

- Through the provision of **direct services and funding of programs** by the Departments of Recreation, Libraries, Health and Human Services, Corrections, and Police.

- Through **engaging community members and partners**--youth, parents, community organizations and civic leaders. This has been done extensively in our Community Based Collaboratives in the communities of Gunner's Lake-Warring Station, Long Branch and Hewitt/Bel Pre to determine what was needed in each community and what services should be provided.

- By **linking with critical complimentary activities** to ensure that systems and polices are in place to sustain these efforts. The Collaboration Council's Excel Beyond the Bell and the collaborative Kennedy Cluster Project provide significant opportunities to create systems to improve and sustain quality programs and craft policies that remove barriers that keep youth from being successful.

There are critical distinctions in the target groups who we are trying to reach through all components of this initiative. The largest group of youth are those who would benefit from a **safe, well-staffed and instructive after school programs—a true prevention approach.** These services are provided most primarily by the Departments of Recreation, Libraries and HHS, MCPS and many non-profit partners.
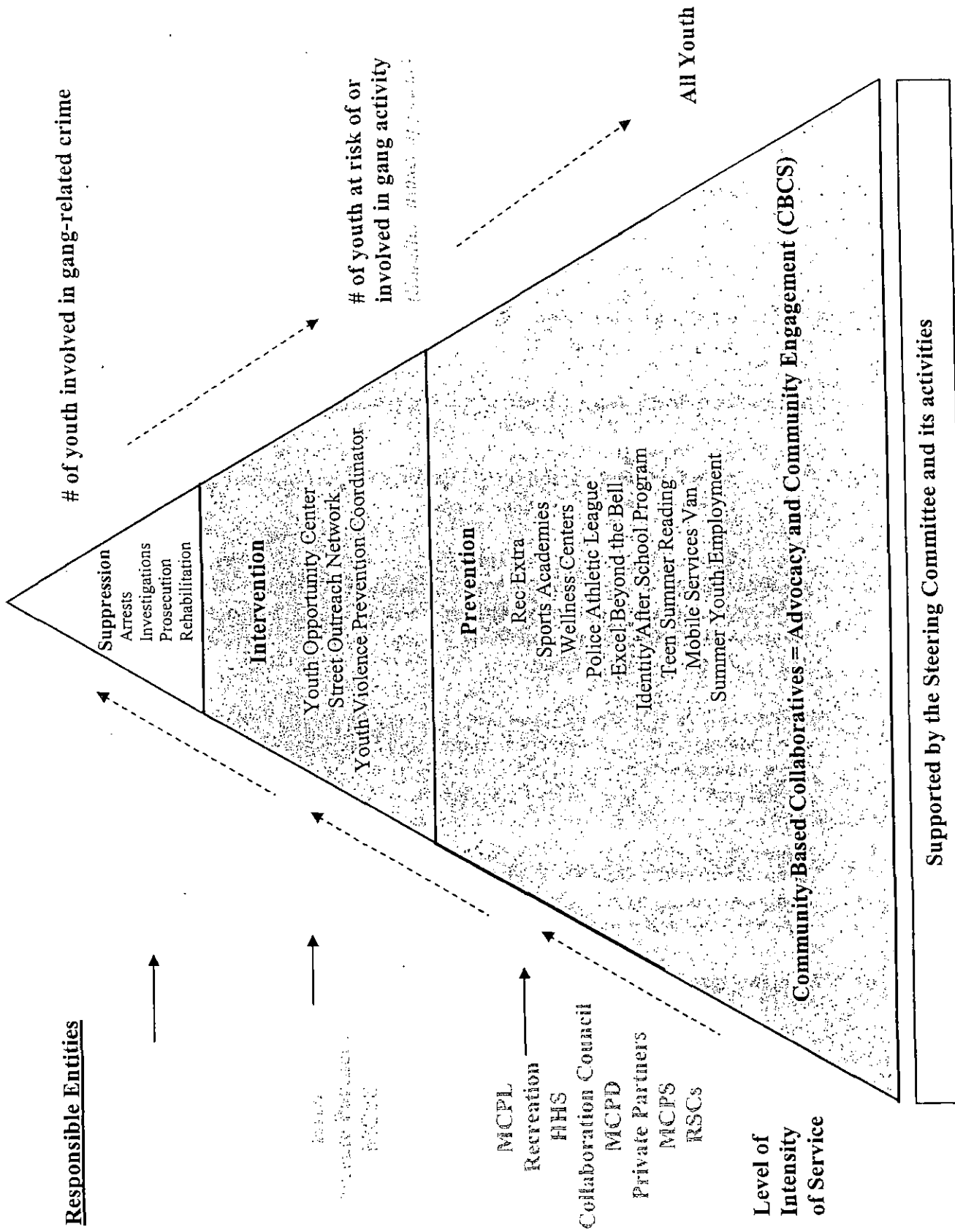
The next group of youth are those who have engaged in risky behavior, including committing gang crime or community violence. These services are **focused on intervention, the offering of alternatives and focusing on safety.** These services are largely provided by the Departments of Health and Human Services and Police and non-profit partners.

Finally, when prevention and intervention strategies have not been successful, it is essential that **suppression strategies are utilized in order to assure public safety.** For those youth who continue to engage in illegal and violent behavior, the Departments of Corrections and Police, Juvenile Services and the State's Attorneys Office must intervene.

It is anticipated that the following outcomes will be achieved:
- ✓ Youth involved in out of school time activities will increase attendance at school and improve their ability to deal with challenges
- ✓ Youth involved in the Youth Opportunity Center and Street Outreach Network will have lower re-arrest, suspension and expulsion rates
- ✓ Youth identified to be committing gang crime and violence will be successfully prosecuted and will be engaged in services in DJS and the Department of Corrections
- ✓ Systems will collaborate effectively so that the needs of youth throughout the continuum will be met

MONTGOMERY COUNTY POSITIVE YOUTH DEVELOPMENT INITIATIVE

of youth involved in gang-related crime

# of youth at risk of or involved in gang activity

All Youth

Suppression
Arrests
Investigations
Prosecution
Rehabilitation

Intervention
Youth Opportunity Center
Street Outreach Network
Youth Violence Prevention Coordinator

Prevention
Rec Extra
Sports Academies
Wellness Centers
Police Athletic League
Excel Beyond the Bell
Identity/After School Program
Teen Summer Reading
Mobile Services Van
Summer Youth Employment

Community-Based Collaboratives = Advocacy and Community Engagement (CBCS)

Responsible Entities

MCPL
Recreation
HHS
Collaboration Council
MCPD
Private Partners
MCPS
RSCs

Level of
Intensity
of Service

Supported by the Steering Committee and its activities

④

Positive Youth Development Initiative:

CountyStat Follow-Up 2

CountyStat Discussion

5 September 2008

CountyStat

CountyStat Principles

- Require Data-Driven Performance

- Promote Strategic Governance

- Increase Government Transparency

- Foster a Culture of Accountability

Agenda

- **Welcome and Introductions**
- **CountyStat and the Positive Youth Development Initiative**
- **CountyStat Follow-Up Items**
- **Explanation and Overview of PYDI**
  - Brief Overview of Positive Youth Development Initiative
  - Overview of Data and Accountability Measurement Strategy
  - Applying Excel Beyond the Bell in the PYDI
  - Overview of Community Based Collaboratives
- **Departmental Measurement Updates**
- **Wrap-up and Follow-Up Items**

Goal of CountyStat PYDI Meetings: Translating Policy into Operational Performance

Current Status of Steering Committee Efforts

Step 1: Define and identify key aspects of positive youth development across departments.

Step 2: Articulate an organizational approach and work plan that allows for clear linkage between overall policies and operational realities.

Step 3: Identify which existing programs should fall under the PYDI.

Step 4: Construct measures to demonstrate performance of programs associated with positive youth development.

Step 5: Collect and report existing data for analysis.

Define → Articulate → Identify → Construct → Collect and Report

Key
- Complete
- In progress
- Not Complete

CountyStat

4

Follow Up Item Progress

- **Reach Out to Stakeholders**

  Complete

  – PYDI Steering Committee Chairs reach out to entire Steering Committee to update them on recent Initiative progress and identify which stakeholders will participate in the next CountyStat meeting.

- **Identify Appropriate Programming**

  Complete

  – Identify which programs (of all steering committee members) should fall under the Positive Youth Development Initiative and complete a matrix for all stakeholders that resembles current program/resource matrix.

- **Create Common Definitions**

  In Progress

  – Identify and clearly define "risky behaviors" in the Positive Youth Development Initiative (PYDI) to better articulate the Initiative's parameters and serve the creation of performance measures.

- **Better Understand Totality of Service Provision**

  In Progress

  – Analyze PYDI programming by time of year to better illustrate the availability of programming during the summer months

CountyStat

5

Follow Up Item Progress

- **Create Performance Measures**   In Progress

  - PYDI Steering Committee Chairs engage entire Steering Committee to construct individual measures and roll-up measure into an overall PYDI indicator(s).

- **Conduct Demographic Information Gathering**   Complete

  - At the direction of the County Council, create descriptions of the demographic characteristics of the youth that reside in the three target communities including the degree of poverty represented in the population.

- **Gather Community Feedback**   Complete

  - At the direction of the County Council, create a description of what each target community has identified as needs related to positive youth development.

  - At the direction of the County Council, create a description of the short- and long-term strategies that have been developed by each Community Based Collaborative (CBC) to build a local integrated system of quality programming for youth.

PYDI Steering Committee: Implementation Focus

The Montgomery County Positive Youth Development Initiative (PYDI) is a collaborative effort to support the youth in the county to reach their full potential, to reduce risky behavior, and to assure community safety.

- Through the provision of **direct services and funding of programs** by the Departments of Recreation, Libraries, Health and Human Services, Corrections, and Police.

- Through **engaging community members and partners**--youth, parents, community organizations, and civic leaders. This has been done extensively in our Community Based Collaboratives in the communities of Germantown, Silver Spring and Hewitt/Bel Pre to determine what was needed in each community and what services should be provided.

- By **linking with critical complementary activities** to ensure that systems and polices are in place to sustain these efforts. The Collaboration Council's Excel Beyond the Bell and the collaborative Kennedy Cluster Project provide significant opportunities to create systems to improve and sustain quality programs and craft policies that remove barriers that keep youth from being successful.

PYDI Steering Committee: Targeted Audience

- **Prevention:** The largest group of youth are those who would benefit from safe, well-staffed, and instructive after school programs.

  - These services are provided primarily by the Departments of Recreation and Libraries, MCPS, and many non-profit partners.

- **Intervention:** A subset of youth that have engaged in risky behavior, including committing gang crime or community violence.

  - These services are largely provided by the Departments of Health and Human Services, Police, and non-profit partners.

- **Suppression:** A smaller subset of youth who continue to engage in illegal and violent behavior.

  - These services are provided primarily by the Departments of Corrections and Police and the State's Attorneys Office.

There are critical distinctions in the target groups who we are trying to reach through all components of this initiative.

PYDI Steering Committee: Recommended Framework

Responsible Entities

SAO
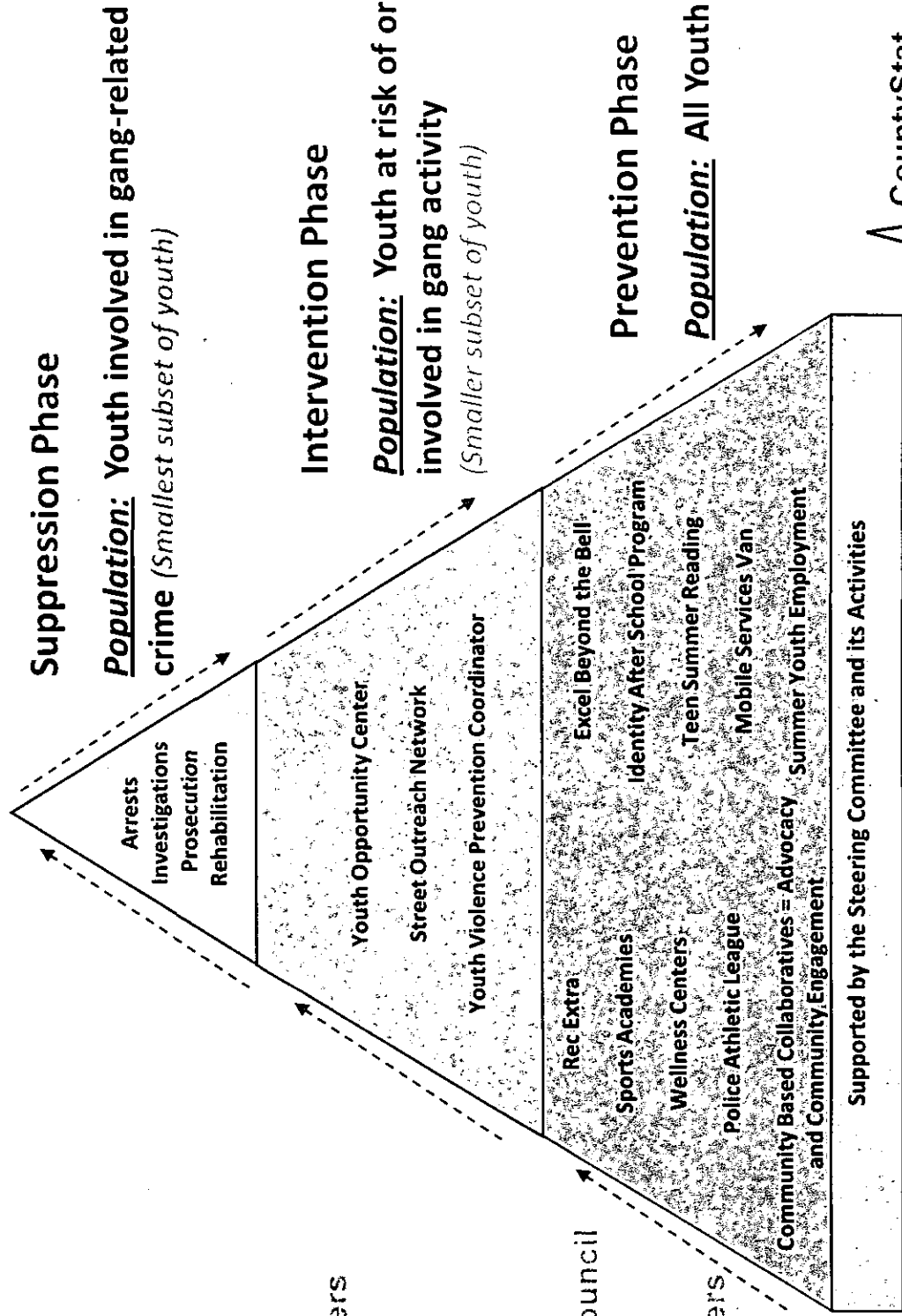DOCR
MCPD
DJS
HHS
Private Partners

MCPS
Recreation
HHS
Collaboration Council
MCPD
Private Partners
MCPS

Suppression Phase

Population: **Youth involved in gang-related crime** *(Smallest subset of youth)*

- Arrests
- Investigations
- Prosecution
- Rehabilitation

Intervention Phase

Population: **Youth at risk of or involved in gang activity** *(Smaller subset of youth)*

- Youth Opportunity Center
- Street Outreach Network
- Youth Violence Prevention Coordinator

Prevention Phase

Population: **All Youth**

- Excel Beyond the Bell
- Identity After School Program
- Teen Summer Reading
- Mobile Services Van
- Rec Extra
- Sports Academies
- Wellness Centers
- Police Athletic League
- Community Based Collaboratives = Advocacy, Summer Youth Employment and Community Engagement

Supported by the Steering Committee and its Activities

CountyStat

9

(13)

Positive Youth Development Initiative Steering Committee: Prevention Outcomes

- **Sustained or increased school attendance**

- **Improved connectedness to family, school and community**

  Ex: increased commitment to community as shown in community service

- **Increased ability to make positive life choices**

  Ex: Build assets and strengths so that drug use and risky sexual behavior are avoided

- **Improved sense of self**

  Ex: Increased self esteem; ability to manage conflict; increased tools in dealing with stressful life situations

- **Increased parental and community capacity to support the youth of the county**

  Ex: Community orgs and departments are trained and provide high quality service; parents know how to seek help and access

CountyStat

14

Prevention Example: Excel Beyond the Bell and its Role in PYDI

- **Goal One:** Montgomery County residents of all generations will understand and support the value of out-of-school programs in preparing children and youth for positive futures that help sustain the local quality of life.

- **Goal Two:** Out-of-school programs will be safe, developmentally appropriate, and well run; all people who work with children and youth will be skilled in engaging them and supporting their intellectual, social-emotional, and physical development.

- **Goal Three:** An intentional mix of public and private funding and resources will create and sustain accessible, high quality programs.

- **Goal Four:** Data that describes need and demand for programs, their availability, and their impact on youth will be available to guide decision-making.

Prevention Example: Excel Beyond the Bell Data & Accountability

Indicators of Progress:

- Data describing the gaps between program availability and community needs are current.

- Data describing individual program performance and the overall system's performance are available.

- Data are used for decision-making.

- Data are used for continuous quality improvement.

Proposed Strategies:

1. Regular data collection and analysis regarding the needs and desires of children, youth, and families for out-of-school time programs will occur.

2. Regular data collection and analysis regarding the supply and capacity of public and privately operated out-of-school time programs with comparison against needs and desires will occur.

3. A universally agreed-upon accountability system will give data on how many youth are served, how well, and the degree to which out-of-school time programs have made an impact on youth (our vision and mission).

4. Parents and their children and youth will have easily accessible information on available out-of-school time programs.

CountyStat

Excel Beyond the Bell : Application of Framework to PYDI

Tiers of Output and Outcome Performance Measures

1. Universal measures across all types of out-of-school programs that affect positive youth development.

2. Common measures for defined program types where alignment between the inputs or resources, staff, and how they are used should lead to certain impacts on youth.

3. Unique measures, distinctive to the program or of specific interest to the sponsoring organization.

Outputs — How much did we do?

Outcomes — Is anyone better off?
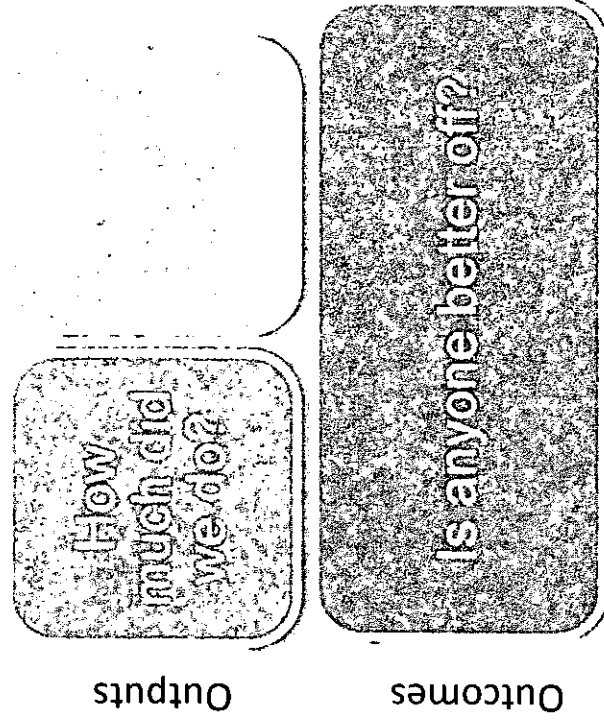
(Mark Friedman's Results-based Accountability)

Excel Beyond the Bell : Application of Framework to PYDI Prevention Example

Out-of-School Time Program Performance Measures

Extended Learning & Academic Enrichment

Description: Programs will provide services and programs that support and enhance skills and content learned during school hours. Programs will be coordinated with school staff to ensure that their individual needs of students are being met.

Examples of Program Elements:

- Homework assistance
- Allotted homework time
- Academic enrichment activities
- Time management and organization instruction
- Individual and group tutoring

Universal Outputs	Common Outputs by Program Type	Universal Outcomes	Common Outcomes by Program Type
How much did we do?	**How much did we do?**	**Is anyone better off?**	**Is anyone better off?**
• Number of youth enrolled • Percentage of youth by demographics and other characteristics • Number of program sessions • Program duration and intensity	• Number of students receiving homework support • Number of students participating in individual tutoring • Number of students by academic eligibility (by reason)	• Increased ability to make positive life choices • Improved positive core values (such as caring, empathy, integrity, honesty, responsibility, equality, and fairness) • Stronger sense of self (self-concept, sense of empowerment, positive outlook and sense of purpose) • Increase or sustain school attendance • Increased participation in organized activities (school clubs, sports) • Increase commitment to community	• Improved attitudes and behaviors related to academic success • Sustained or improved academic standing (marking period average, GPA, subject grades, and academic eligibility criteria) • Improved work habits and class participation (school report) • Improved homework habits (tutor assessed)
How well did we do it?	**How well did we do it?**		
• Youth participation rates • Participant satisfaction • Staff ratios • Program compliance with standards: Health, Safety, Human Relationships and Supervision	• Ratios of tutors to peers • Use of accredited materials • Trained staff and/or certified staff		

Positive Youth Development Initiative Intervention Outcomes*

- Reduction in suspensions and expulsions

- Reduction in criminal behavior and re-arrests

- Reduction in gang activity

- Multi-disciplinary system responds effectively to support youth (qualitative assessment of system performance)

*Outcomes for youth involved in intervention programs

(19)

Positive Youth Development Initiative Suppression Outcomes

- **Analysis of arrest data that relates to juvenile crime**
  - Number of juvenile arrests by residency and location
  - Percent decrease or increase in juvenile arrests

- **Diversion Program participation**

- **Trends from the Quarterly Gang Report and Semi-Annual Gang Assessment.**
  - Ratio of arrest to gang related crimes
  - Percent decrease or increase in gang arrests

- **Analysis of gang activity in the identified C-SAFE areas:** Long Branch, Bel Pre, and Gunners Branch.

CountyStat

Community-Based Collaboratives Update

- Extensive outreach and convening has been done with community members to identify needs, acknowledge gaps, and recommend additional resources

- Participants included youth, parents, community organizations, county departments, and advocates

- CBCs in the future will:
  - Help identify funding priorities for youth programs
  - Provide advice on policy directions
  - Respond to emergent youth issues
  - Identify grassroots youth-serving organizations
  - Generate program ideas that can be carried out in partnership with public and private agencies

Community-Based Collaboratives :
Demographic Information

	Germantown	Hewitt Bel-Pre	Long Branch
Child population 5 to 17	2,195	3,402	6,156
FARMs eligible middle and high school students	298 = 31%	1,071 = 41%	1,475 = 54%
Residents speak language other than English	24.2%	42.6%	55.3%
Children with all parents working	74.4%	76.3%	62.8%
% of rental units	31.3%	32%	54.2%

CountyStat

Community-Based Collaboratives: Identified PYD Needs
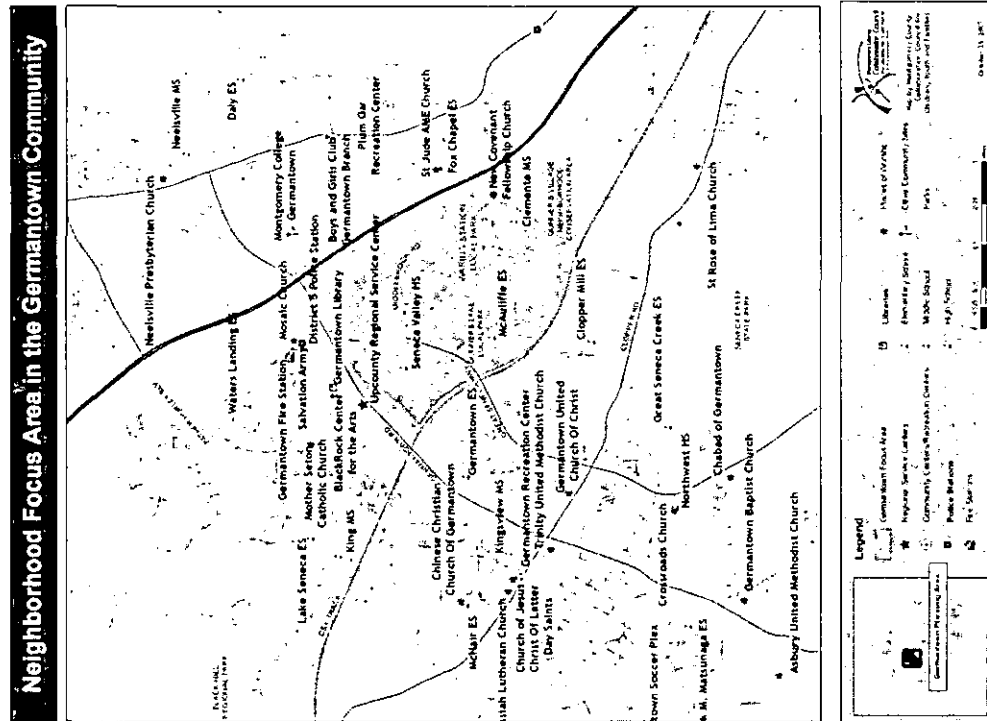
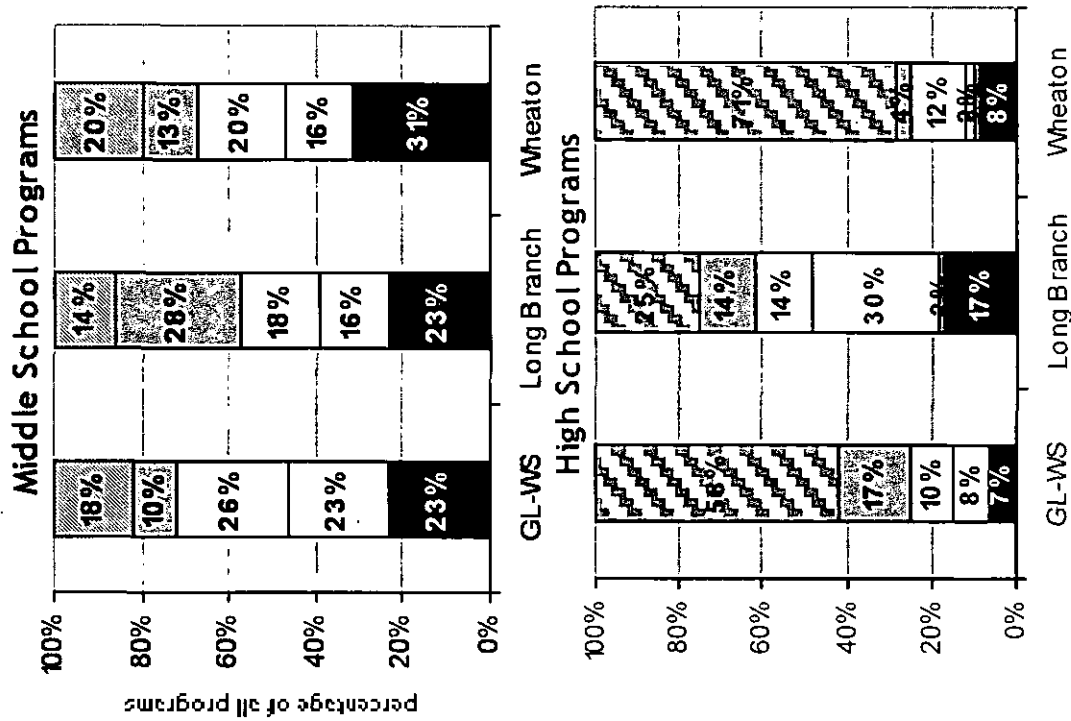| Germantown	Kennedy Cluster	Long Branch
1. Academic development programs 2. Arts and culture programs 3. Leadership/personal development 4. Workforce development/ job preparedness 5. Sports/sports plus 6. Increase community outreach for access to more resources	1. Additional transportation 2. Mentoring and homework assistance 3. Hot meals during programs 4. Greater access to technology 5. ESOL classes for youth and adults 6. Jobs/life skills training 7. More academic, sports, arts programs 8. Increased outreach re: existing resources	1. Delinquency and early intervention/ gang prevention programs 2. Recreation, sports and leisure activities 3. Youth employment opportunities 4. Information and access 5. Academic support and technology 6. Better transportation and access to activities 7. Youth facility/ infrastructure

23

Community-Based Collaboratives Recommendations

	Germantown	Kennedy Cluster	Long Branch
Events/Programs for Youth	• Cultural, arts & educational program • Internship program • Basketball tournament • Jobs /life and work skills training • Open mic night/Germantown town center • Enhanced youth driver education	• Hot meals at after school activities • Provide transportation to after school activities • Mentoring and homework assistance • Increase academic, sports, and arts programs • Jobs/life skill training	• Create a job training and internships program • Increase the number of facilities and/or providers for delinquency and early intervention programs and gang prevention programs • Establish family communication/ counseling sessions • Increase or enhance the number of mentoring and homework clubs
Partnerships with businesses and other community based groups	• Skate park (long term) • Safety patrol (Police on bikes) • Germantown town center	• MCNi CSafe program • District 4 Police • Hewitt/Bel Pre apt/condo managers	• Network of stakeholders established during community meetings
Increasing resources and program capacity	• Grant opportunities • Non-profits network	• Create greater equity in program availability in area • Provide access to technology (computers/ISP) • Skill development for parents	• Establish collaboration with existing community service providers and organizations to complement existing resources while leveraging new resources
Engaging youth and adults in the community to participate in efforts	• Centralized information network • Community events • Community service opportunities/ internships/non-paid work experience	• ESOL classes for youth and adults • Innovative outreach techniques to convey knowledge of available resources 20	• Outreach programs • On-line directory of services • Calendar of youth events • Parent friend communication network

24

Examples of Excel Beyond the Bell Community-Level Analysis

Middle School Programs

Percentage of all programs

	GL-WS		Wheaton
School Athletics	18%	14%	20%
Recreation & Leisure	10%	28%	13%
Arts & Humanities	26%	18%	20%
Life Skills	23%	16%	16%
Academic	23%	23%	31%

Legend:
- School Athletics
- Recreation & Leisure
- Arts & Humanities
- Life Skills
- Career
- Academic

High School Programs

GL-WS — Long Branch — Wheaton

	GL-WS	Long Branch	Wheaton
56%	25%	71%
17%	14%	
10%	14%	12%
8%	30%	
7%	17%	8%

CountyStat

## Neighborhood Focus Area in the Germantown Community

Program Location Analysis Example

25

Constructing PYDI Performance Measures

Completion of overall PYDI outcome measure requires each stakeholder to accurately identify their individual stake in positive youth development

Step 1: Current initial participants will feed methodology for creating measures and goals to all Steering Committee Members

Step 2: PYDI Steering Committee generates outcome measures for each member

Step 3: Steering Committee engages all stakeholders to craft overall measure(s) to gauge the long-term success of the PYDI

All PYDI Stakeholders

PYDI Steering Committee

Individual Programs

Overall PYDI Outcome Measure(s)

Individual Outcome Measures

Individual Outputs

26
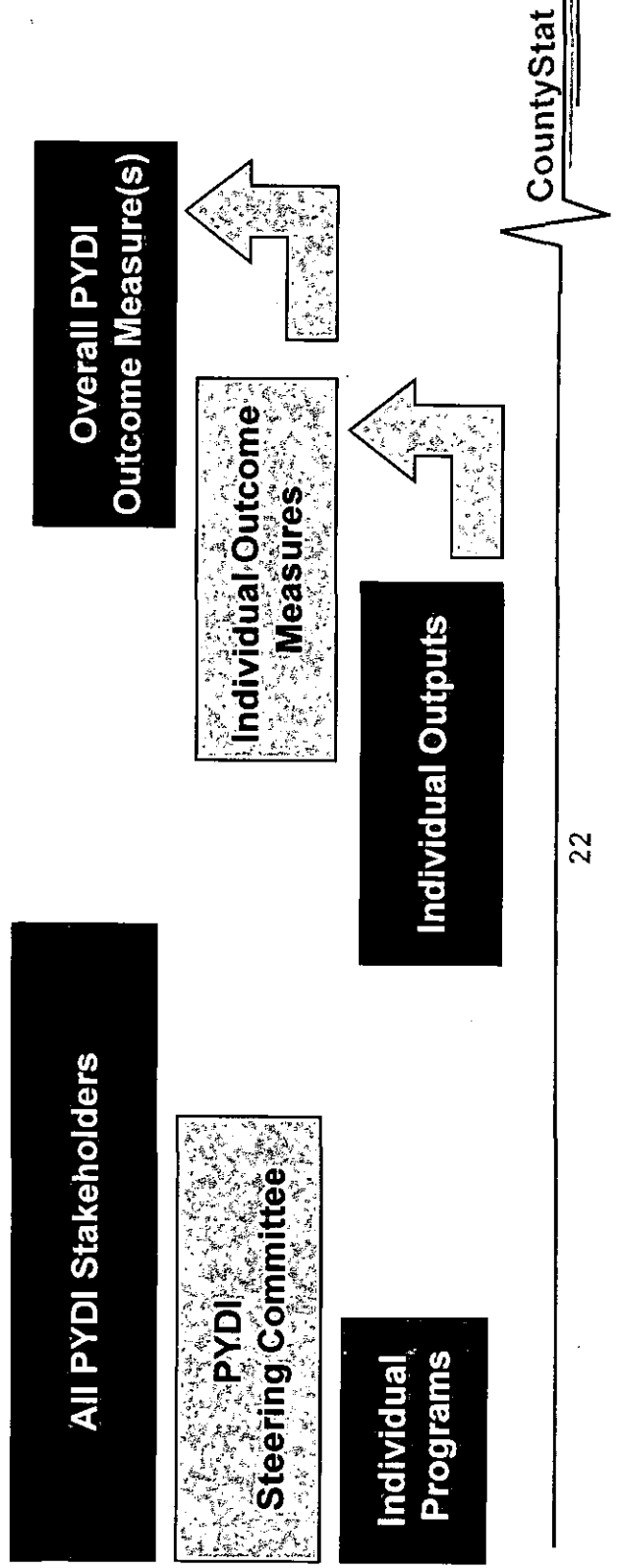
Measure Development:
Department of Recreation

REC PDYI Goal:

Implement programs, activities, and resources that specifically address youth risky behavior during out of school time with a focus on the 2:00-6:00pm time period and contribute to the overall effectiveness of the Positive Youth Development Initiative.

Program Name	Data Being Collected
RecExtra	
Einstein Community Connections	
Blair Sports Academy	▪ Number of youth enrolled
Wheaton Sports Academy	▪ Number of program sessions
Paint Branch Sports Academy	▪ Program duration and intensity
Springbrook Sports Academy	▪ Youth participation rates
Seneca Valley Sports Academy	▪ Staff ratios
Summer Teen Programs	
Teen Leadership	
Teen Events	
Teen Clubs	

In addition to universal outcomes, programs will have specific measures relative to the goals of the program offering (ie. academic focused programs will track academic success).

23

CountyStat

27

Department of Recreation: Preliminary Survey Findings

Average Percent of Students Who Responded 'Yes' FY08 (2007-2008) and FY07 (2006-2007)

FY08 (2007-2008)

Scales	Average Percent of Students Who Responded 'Yes'					
	All	BHS	PBHS	SBHS	SVHS	WHS
Positive Life Choices	65	59	67	64	51	73
Academic Success	54	50	50	51	45	65
Attitudes and Beh. Related to Acad Success	54	50	49	52	31	64
Program Satisfaction	78	75	81	75	64	84
Satisfaction with Staff	71	64	74	65	75	80

FY07 (2006-2007)

Scales	Average Percent of Students Who Responded 'Yes'					
	All	BHS	PBHS	SBHS	SVHS	WHS
Positive Life Choices	55	63	49	37	NA	68
Academic Success	50	58	40	25	NA	65
Attitudes and Beh. Related to Acad Success	42	42	29	38	NA	52
Program Satisfaction	67	66	80	55	NA	64
Satisfaction with Staff	63	59	68	58	NA	70

24

CountyStat

Measure Development:
Department of Health and Human Services

HHS PDYI Goal:

Implementation of programs and activities and investment of resources that specifically address youth risky behavior through community and stakeholder capacity building and direct services supports and contribute to the overall effectiveness of the Positive Youth Development Initiative.

Program Name	Data Being Collected
Crossroads Youth Opportunity Center	Youth participating in gang activity Re-arrests of youth Youth invovled in positive life-affriming activities
Northwood High School Wellness Center	• Number of youth you show improved awareness and practice of healthy behaviors • Number of youth who show a reduction in delinquent activity • Number of youth who increase school attendance • Number of youth and parents who report an improved relationship with families, peers, and teachers • Number of youth who become employed or make progress toward gaining employment • Number of youth who become active in community and/or leadership activities • Number of youth who show improved self esteem and demonstrate a greater ability to resolve conflicts without resorting to violence • Number of disciplinary actions youth are involved in
Street Outreach Network	Re-suspensions in MCPS Re-arrest for youth served
Youth Violence Prevention Coordinator	Increase Community awareness on the prevention of gangs in the County Effective intervention in conflicts throughout the County
Identity After School Program	Increase in positive attitude chages regarding gang activities and membership. Changes in attitude towards drug use. Decrease in risky sexual behavior activity. Increase in youth perception of positive outlook for the future.

CountyStat

Department of Health and Human Services: Snapshot of Data Gathering

Prevention

Identity After School Program

200 Students served

90% Developed capacity to refuse involvement in risky behavior

90% developed capacity to avoid risky sexual behavior

88% developed capacity to refuse drugs

Northwood High School Wellness Center

125 students served (since February—more data will be available)

37% had fewer absences

33% engaged in positive summer activities

30% report healthy behavior and improved future expectations

12 youth became Student Wellness Advocates

Intervention

Street Outreach Network/Youth Violence Prevention Coordinator

139 youth served

97% were not expelled/withdrawn

94% were not suspended (repeat)

86% youth were not re-arrested

Youth Opportunity Center

160 youth served

65% not re-involved in gang activity

30% reduction in number of youth placed on House Arrest

66 inmates from Clarksburg received services

CountyStat

30

Measure Development: Police Department

MCPD PDYI Goal:

Implement programs, activities, and resources that specifically address the mitigation of youth risky behavior or gang activities and contribute to the overall effectiveness of the Positive Youth Development Initiative.

Program Name	Data Being Collected
Centralized Gang Unit	Quarterly Gang Report, Semi-Annual Gang Assessment, Field Interrogation Reports (year round)
District Gang Coordinators	Information used to compile the Quarterly Gang Report, Field Interrogation Reports (Year round)
Gang Analyst	Reassigned due to retirement of 3rd District Analyst
Student Safety Patrol program	Provides crossing guards as well as structure to 5th grade Safety Patrols to ensure safety of elementary school children. (School year only)
Police Activity (Pal)	Measures include GPA of participants.
Montgomery County Police Department Explorer Post 1986	Hands-on program designed to give young people an insight into and experience in a law enforcement career. Number of participants, age of participants, and activities are measured. (Year round)
Community Outreach Officers - District Stations	Provides crime prevention, gang prevention, and community outreach presentations. Measurement can be obtained by the number of PYDI specific presentations. (year round)
Education Facility Officers (EFO's)	Countywide, school based program that provides non-confrontational police presence, mentorship, leadership, and instruction. Measurement can be obtained by presentations and classes taught, mentoring, contacts, etc.

CountyStat

(31)

Measure Development:
Public Libraries

MCPL PDYI Goal:

Implement programs, activities, and resources that specifically address youth risky behavior through the provision of literacy rich outreach and contribute to the overall effectiveness of the Positive Youth Development Initiative.

Data Being Collected

	Young Adult Circulation	Young Adult Programs	Young Adult Program Attendance	Mobile Van Circulation	Teen Summer Reading Registration
FY07	395,685	230	4,575	4,182	3653
FY08	487,900	350	6,678	4,014 *	3658

* Mobile Services Van Out for Repairs During FY08

CountyStat

32

Measure Development:
Department Correction and Rehabilitation

DOCR PDYI Goal:

Implement programs, activities, and resources that specifically address youth risky behavior by providing mandated services to incarcerated youth in accordance with state and federal law while creating an environment of change with alternative life choices to break the cycle of incarceration and contribute to the overall effectiveness of the Positive Youth Development Initiative.

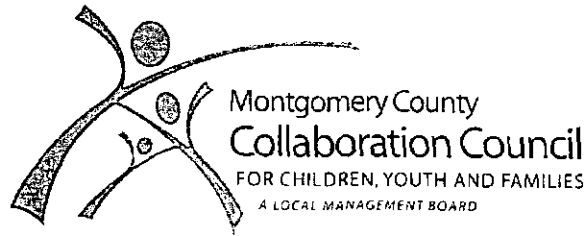| Program Name	Data Being Collected
Moral Recognition Therapy program	Within the 12 level system we are tracking levels reached, program recidivism, educational benchmarks reached, GED testing achievement, and other basic educational assessments. Also tracking behavioral management issues
Identity Youth Outreach	Numbers served, increasing our cultural competency and outreach.
Youth Opportunities Center	Numbers referred. The center tracks other data on inmates referred to this program
Special Education	Mandated reporting data, such as advancement through curriculum, IEP meetings held, GED graduation, etc...
Home and Hospital Educational Services	Numbers served. MCPS tracks all other data
Gang Suppression Program	Validated gang members are identified, violence reduction and avoidance due to proper classification and separation
Baby Program	Number completing the program and test
Project Youth Artreach	Numbers completing residency programs, general participation data
Family Unification	Number participating, family attendance, reentry data

CountyStat

33

Wrap-Up and Follow-Up Items

1) Implement a reporting and monitoring system to gauge effectiveness of programming/resources/activities

"All new programs that address prevention, intervention, and suppression must be evidence based, with measurable outcomes, and must have evaluation programs built in to monitor their effectiveness" – 2004 Task Force Report

Montgomery County
Collaboration Council
FOR CHILDREN, YOUTH AND FAMILIES
A LOCAL MANAGEMENT BOARD

September 15, 2008

TO: The Honorable Isiah Leggett, Montgomery County Executive
        The Honorable Mike Knapp, President, Montgomery County Council
        The Honorable Nancy Navarro, President, Board of Education

FROM: Carol Garvey, Chair, Board of Directors
        Kathy Lally, Executive Director

SUBJECT: *Analysis of After School Programs Available in Three Communities*

We are pleased to announce the release of the attached report, *Analysis of After School Programs Available in Three Communities.* As we all work together to build our local *Excel Beyond the Bell* system to support high quality out-of-school time (OOST) programs, information on current OOST programs will help identify gaps that must be filled. As a partner in the County Executive's Positive Youth Development Initiative, this assessment was focused on the three target communities within Germantown (Gunners' Lake-Waring Station), Wheaton (Hewitt Avenue - Bel Pre Corridor and the Kennedy Cluster); and Silver Spring (Long Branch).

This analysis is the first attempt to go beyond a simple list or inventory to examine what is available in the context of such factors as types of programs, their hours and length of operation, and access (location, fees, academic eligibility)—all shown in research or local experience to be important parameters in participation of and impact on youth. From what we can ascertain, this research is unique in the out-of-school time field.

Below is a brief summary of findings excerpted from the report:
- Out-of-school time programs that focus on career and workforce preparation for youth are rare in all three communities.
- Most of the programs offered in all three communities are MCPS extracurricular stipend programs.
- Programs that occur directly after school are more likely to be held at a school site.
- Most middle school programs meet one day a week for less than two hours, except for school athletic programs which are more likely to meet three or more days each week.
- Similar to middle school, high school programs are likely to run three or more days each week due to domination by athletics.
- Across all three communities, about one-third of the available middle school programs require academic eligibility.

35

- For high school students, three out of four programs in the Germantown and Wheaton communities require academic eligibility. In Long Branch a little over a third of the high school activities require students to be academically eligible.

Not only did this analysis yield helpful findings about the three communities, the Excel the Bell partnership agrees that this is a suitable protocol to use to obtain a baseline and then measure change over time in these and other communities; and to address other specific OOST program availability (ex., summer). The Collaboration Council is currently working on market research (the need and demand expressed by youth and families for OOST programs) in these same communities which can be used along with this report for more informed decision-making as well as to create a process that can be used in other locations.

We welcome the opportunity to respond to your questions or to provide a briefing at your request. We can be reached at 301.610.0147 or via email at cgarvey@garveyassociates.com or Kathy.lally@collaborationcouncil.org.

OUT-OF-SCHOOL TIME
IN MONTGOMERY COUNTY, MARYLAND

Analysis Of After School Programs Available In Three Communities

Germantown: Gunner's Lake-Waring Station
Silver Spring: Long Branch
Wheaton: Hewitt Ave-Bel Pre Corridor &
Kennedy Cluster

August 20, 2008

EXCEL Beyond the Bell is an emerging public-private partnership dedicated to ensuring that all children and youth have access to high-quality, safe and enriching out-of-school time programs that build brighter futures

Montgomery County
Collaboration Council
FOR CHILDREN YOUTH AND FAMILIES

OUT-OF-SCHOOL TIME IN MONTGOMERY COUNTY, MARYLAND
Analysis Of After School Programs Available In Three Communities

August 20, 2008

Note: A preliminary report of findings was presented at the May 29, 2008 First Annual *Excel Beyond the Bell* Symposium. This report supersedes that early analysis.

PREPARED BY:
Cheryl Lynn Jenkins
Director, Data and Research
Montgomery County Collaboration Council for Children, Youth and Families, Inc.
7361 Calhoun Place, Suite 600
Rockville, MD 20855
Telephone: 301.610.0147
Fax: 301.610.0148
Email: cheryl.jenkins@collaborationcouncil.org

Analysis of After School Programs Available In Three Communities

EXECUTIVE SUMMARY

The report on after school programs in three communities presents the findings of an analysis of the regularly occurring programs available directly after school, weekdays and primarily during the school year within three geographically targeted communities that serve middle and high school aged youth. It was not an attempt to cover every program available in Montgomery County. It is also a point-in-time analysis of what programs are available by type of program, target population, capacity and program duration and frequency.

This report required a more refined definition of out-of-school time programs, rather than using the large umbrella of out-of-school time activities as any programs that serve youth during the time youth are not participating in school. A set of criteria was established so only similar programs were compared within schools and across communities. And, because out-of-school programs are a key component of a community's ability to support its youth, this analysis took a community-level approach. All publicly and privately operated programs that met the criteria were included, regardless of whether they were held at a school or other community site. Information on programs for this report came from infoMONTGOMERY, a countywide resource database sponsored by the Collaboration Council, and from Montgomery County Public Schools.

The following list of criteria was applied when determining which programs would be included in the analysis:
1. Community-level geographic boundaries, three communities of County Executive's Positive Youth Development Initiative
2. Age of program's target population, middle and high school students
3. Hours of operation, occur directly after school and during the school week.
4. Programs that meet regularly, in terms of frequency and duration; and
5. "Reasonable" access to services.

The analysis included a discussion of 266 different programs run by 32 public and private organizations at 35 unique locations for a grand total of 428 programs in all three communities combined. The three focus communities were:
- Germantown's Gunner's Lake-Waring Station community;
- Silver Spring's Long Branch community; and
- Wheaton's Hewitt Avenue-Bel Pre Corridor community plus the Kennedy High School cluster.

Highlights
Highlights from the report include the following findings:
- While Wheaton's Hewitt Avenue-Bel Pre Corridor/Kennedy Cluster and Silver Spring's Long Branch have a similar number of middle school and high school students living within the established boundaries, there are nearly twice as many programs in Long Branch than Wheaton and twice as many providers.
- Germantown's Gunner's Lake-Waring Station community is smallest in the size of its student population, less than a half, yet has about 80 percent as many programs as in the Wheaton community, which is three times its size in overall population.
- While the number of programs compared to population can be assessed, data were unavailable to determine actual capacity of these programs a more telling number to compare against youth population.
- Career and workforce preparation programs are rare in all three communities.

- Most of the programs offered in all three communities are MCPS extracurricular stipend programs.
- Programs that occur directly after school are more likely to be held at a school site; 90 percent of those included.
- Across all three communities, about one-third of the available programs for middle school students require academic eligibility.
- But for high school students, three out of four programs in Germantown and Wheaton require academic eligibility. In Long Branch, there are a greater number of programs available to high school students that do not meet academic requirements—63% of all high school activities.
- For middle school students, programs are more likely to be full school year programs. Most middle school programs meet one day a week for less than 2 hours, except for school athletic programs which are more likely to meet 3 or more days a week.
- High school programs are more likely to run 3 or more days a week for 2 to 3 hours. This is primarily because the program mix is so heavily dominated by school athletics.

This report was created for the *Excel Beyond the Bell* partnership to help fulfill one of its goals "to describe the need and demand for programs, their availability, and their impact on youth will be available to guide decision-making." The report provides examples of the information that will be useful in resource allocation and decision making including:

- Program variety: a discussion of the program mix that exists for middle and high school youth.
- Program locations: programs that occur directly after school are more likely to be held at a school site. Other locations include public facilities such as Department of Recreation Centers or libraries as well as sites operated by private organizations.
- A discussion of the supply of programs requiring academic eligibility.
- Program offerings in terms of duration and intensity: how long a program runs and how often.

The Excel Beyond the Bell partnership discussed this report at its July 22, 2008 meeting. In addition to the data findings, the partnership agreed that the protocol used in this analysis will be a constructive approach to use in the future, including 1) within these same geographic areas to assess changes in program offerings over time; 2) in other areas of the county; and 3) using other out-of-school time criteria, such as summer offerings. The group discussed the need to somehow increase program ability to define and record capacity data. The partnership members acknowledged that certain resources are necessary to expand and repeat this analysis, especially in ensuring that all public and privately funded or operated programs are included. Finally, market research regarding the need or demand for programs is an important component of the decision-making around how best to allocate out-of-school time resources; this research will be occurring within these same communities over the 2008-2009 school year.

Analysis of After School Programs Available In Three Communities

BACKGROUND

The Collaboration Council's January 2007 report *Status of Out-of-School Time in Montgomery County Maryland* described the lack of centralized all-inclusive knowledge about the county's after school programs within any one organization and recognized the need to develop a comprehensive picture of program services across the county that could be regularly updated.

> *A major focus of the system-building effort is to expand the quantity of after school opportunities available to children and families. Information about supply and demand is critical to building effective and sustainable after school programs. Lack of comprehensive data impedes appropriate program planning and development and allocation of funding, staffing, and system resources. Having a greater understanding of the participation in and need for after school programs, as well as parents' priorities regarding what they want in their children's after school programs, can guide stakeholders and policymakers in shaping and supporting the best possible after school program opportunities for children and youth.* Source: Status of Out-of-School Time in Montgomery County, Collaboration Council, January 4, 2007

In June 2007, the Collaboration Council submitted to the County Council and County Executive *A Snapshot Inventory of After School Providers and Programs in Montgomery County.* This report was the first publicly disseminated glimpse into the out-of-school time program resources within both the public and private sectors along with a description of the challenges of capturing accurate detailed information in the fragmented, often-changing world of out-of-school time.

While an inventory may be informative, further analysis is essential to draw some conclusions about the array of available out-of-school time activities that could potentially have an impact on youth in a community. Such analysis should lead to improved decision-making regarding needed resources and their allocation.

This report presents the findings of an analysis of the regularly occurring programs available directly after school, weekdays and primarily during the school year within three geographically targeted communities that serve middle and high school aged youth. It was not an attempt to cover *every* program available in Montgomery County. This is also a point-in-time analysis of what programs are available by type of program, target population, capacity and program duration and frequency.

Purpose

The Collaboration Council is facilitating the *Excel Beyond the Bell* partnership with the mission to inspire children and youth to realize their full potential by building a sustainable system offering safe, quality and accessible out-of-school time programs. The Partnership will include parents, youth, elected officials, providers, advocates, agency representatives and others who will support and build the system, using an *Action Agenda* as its blueprint.

This *Action Agenda* will serve as a broad framework to allow the out-of- school time community and its partners to identify, individually and collectively where they may contribute most effectively to improving the system of out-of-school activities. One of four goals of the *Action*

Agenda is that "Data that describes need and demand for programs, their availability, and their impact on youth will be available to guide decision-making."

This report has the potential to:
- Inform resource allocation by public and private funders;
- Guide decisions by community-based organizations on what is most needed; and
- Serve as a baseline for measuring progress in increasing effective out-of-school time programs in targeted areas.

Focus of the Analysis

Data show that children and youth will experience a wide variety of positive outcomes ranging from school success to better health when they regularly participate in out-of-school time programs which are of high-quality, staffed by professionals, and based on positive youth development research.

The umbrella under which out-of-school time programs fall is quite large when considering the three primary reasons for these programs:
- Enhance positive youth development,
- Offer academic intervention or enrichment, and
- Provide adult supervision in a safe place.

That several public and private organizations deliver out-of-school time programs also contributes to the large universe. Further, there is no definition(s) of these programs found within law or regulation as there is in the child care field. Appendix A is a summary of the various categories of operators of out-of-school time programs.

This analysis did not attempt to include *every* out-of-school time *activity* in the County. First, the analysis would only be helpful to decision-making, if a more refined definition of out-of-school time programs was established so only similar programs were compared within schools and across communities. Thus, a set of criteria were created that classified programs to be included. Whenever possible, each criterion was based on research findings. Second, because out-of-school programs are a key component of a community's ability to support its youth, this analysis took a community-level approach.

The following list of criteria was applied when determining which programs would be included in the analysis. All publicly and privately operated programs that met the criteria were included, regardless of whether they were held at a school or other community site.

1. Community-level geographic boundaries
2. Age of program's target population
3. Hours of operation
4. Programs that meet regularly, in terms of frequency and duration; and
5. "Reasonable" access to services.

These criteria are summarized in the following table. Further explanations for each criterion are found in Appendix B.

42

Table 1. Criteria for Inclusion

Category	Criteria for Inclusion
Community-level geography	Three communities of the County Executive's Positive Youth Development Initiative[1]: • Germantown's Gunner's Lake-Waring Station community • Silver Spring's Long Branch community • Wheaton's Hewitt Avenue-Bel Pre Corridor community [This boundary was expanded for this analysis to include the greater Kennedy High School cluster in order to also provide a baseline for the work of the Kennedy Project[2].] Each community has established discrete boundaries which are described in Appendix C.
Age of program's target population	Programs serving middle and/or high school students, particularly youth attending the following middle schools and high schools in the above three communities: Germantown (Gunner's Lake-Waring Station) • Seneca Valley High School • Roberto Clemente Middle School Silver Spring (Long Branch) • Montgomery Blair High School • Eastern Middle School • Silver Spring International Middle School Wheaton (Hewitt Ave-Bel Pre Corridor and Kennedy Cluster) • John F. Kennedy High School • Argyle Middle School • Col. E. Brooke Lee Middle School
Hours of operation	After school programs that occur directly after school, during the school week.
Programs that meet regularly over time	Meet weekly at least once or more over several weeks for either part of the school year, the full school year or full calendar year.
Reasonable access to services	The location of the program is within the community's boundaries or within a certain reasonable distance of the community so that youth could easily travel to the program. Only programs that are free or where fees can be waived to income-eligible families were included in this report.

Variety of Activities

Youth participation in a variety of activities within and across programs leads to better developmental outcomes. This variety can be achieved either by youth attending one comprehensive program that includes a combination of activities or by attending several single-focus programs that work collaboratively with each other so that youth can put together a comprehensive set of experiences.[3]

This analysis includes programs offered by both public agencies and private organizations and were classified into a set of six program types. When programs describe themselves as providing more than one type of service, a determination was made based on the program's

---

[1] The County Executive's Positive Youth Development Initiative is a collaborative effort to support the youth in the county to reach their full potential, to reduce risky behavior, and assure community safety.
[2] The Kennedy High School Cluster Disparities and Performance Project is a collaborative effort to make key policy, system and agency/program changes which will lead to a reduction in the academic disparity in the Kennedy cluster between African Americans and other students.
[3] Metz, Goldsmith and Arbreton, 2008.

written description which category most closely described the core of their services.[4]
The first five program types that are used have been developed within the Collaboration Council's After School Activities Project; work is currently underway as part of *Excel Beyond the Bell* to create a logic model for each program type which includes a uniform description of activities; staff competencies; and measures of impact on youth participants. The sixth type (School Athletics) is used specifically for this analysis. The types are as follows, with details found in Appendix A:

1. Extended Learning and Academic Enrichment
2. Career and Workforce Preparation
3. Life Skills, Leadership Development, Civic and Cultural Awareness
4. Arts and Humanities
5. Recreation, Physical Health and Leisure
6. School Athletics

A NOTE ABOUT QUANTITY VS. QUALITY

This analysis has focused solely on the availability of programs, not their quality or impact on youth. In any given community and across the county, there is a mix of programs in operation with some being highly effective and efficient in supporting positive youth development while others are not. At this point in time, there is no standard process to measure a program's quality and impact.

However, *Excel Beyond the Bell's* Action Agenda goals intend to address this through a system of standards development and implementation and professional development (Goal II) and developing a method of performance measures and accountability at both the out-of-school time program and system levels (Goal IV).

Data Collection and Analysis Methodology

Data Sources

The primary sources for data collection includes programs complied from information entered into *info*MONTGOMERY and extracurricular programs operated by Montgomery County Public Schools.

1. *info*MONTGOMERY (Collaboration Council). Data in *info*MONTGOMERY includes community programs operated by community-based organizations at school sites and at other community locations and recreation center-based programs operated by Recreation Department. Information from *info*MONTGOMERY was gathered from the online database on March 24, 2008.

2. Montgomery County Public Schools. Extracurricular program data were complied by the Office of School Performance at MCPS working with each middle and high school principal. The information on extracurricular programs includes both Class I and Class III programs.[5] Extracurricular programs were provided by MCPS for the 2007-2008 school year on February 5, 2008.

---

[4] Due to the general nature of the term Recreational, Physical Health and Leisure definition, in instances where it was selected as one of the two categories, the program categorization often defaulted to one of the other five categories with one exception. Sports Academies, run at certain high schools, that offer a variety of activities along with academic supports, were classified under the term Recreation.

[5] Class I programs are activities determined by each school and run by school staff as determined in their negotiated contract. Class III programs, considered the "standard" programs offered in each school that are run by school staff, include athletics and non-athletic activities like chorus, drama, jazz ensemble, math Olympiads, newspaper and student government.

Data Validation

Some lists provided by MCPS also included RecExtra programs[6] operated by the Recreation Department or programs run by community-based organizations at school sites. These programs were compared against information extracted from *info*MONTGOMERY to avoid duplication. Programs held at middle school sites were validated by the middle school After School Activity Coordinators. If a community-based organization providing after school programs in one of these three communities, not held a school site, did not respond to repeated contacts for information on their activities, it was not included in this analysis.

Data Analysis

Nearly 500 programs were collected from both data sources. Once compiled, the programs were disaggregated and then reviewed based on their program schedule to determine whether or not they fit the prescribed inclusion criteria. (For example, programs were excluded if the activity occurred during lunch, only met monthly or on Saturdays. See Appendix B for more information.)

The programs chosen for inclusion were then designated as belonging to one of the three communities based on their geographic target population and the location of the program delivery site within the community boundaries. Programs that were not held at a one of the selected schools or did not specify targeting the selected school community were geocoded and included only if the delivery site was within the defined area.

Once the final list of included programs was established, each program was individually reviewed and classified in terms of program type, program duration, and program intensity (number of days per week and hours per day). Appendix D provides a list by community of the organizations whose programs were included, as well as a list of other community assets such as public facilities within one mile of the described boundary, parks, and private sites that serve as teen centers or have drop-in hours or classes.

FINDINGS

The following pages provide examples of the information that can be drawn from these data. Depending on what analysis is needed in the future, a variety of different tables could be constructed. Specifically, information that will be useful in resource allocation and decision-making includes:
- Program variety
- Program locations
- Supply of programs requiring academic eligibility
- Supply of programs of sufficient duration and intensity

Counts of Organizations and Programs in Three Communities

This analysis includes a discussion of 266 different programs run by 32 public and private organizations at 35 unique locations for a grand total of **428 programs** in all three communities combined. (See Appendix D for single community tables.)

While Wheaton and Long Branch have a similar number of middle school and high school students living within the established boundaries, there are nearly twice as many programs in Long Branch than Wheaton and twice as many providers. Germantown Gunner's Lake-Waring Station is smallest in the size of its student population, less than a half, yet has about 80

---

[6] RecExtra activities at each middle school are determined by the After School Activities Coordinator as of interest to the students. The After School Activities Coordinator is funded through the Recreation Department.

percent as many programs as Wheaton, which is three times its size in overall population. Most of the programs offered in all three communities are MCPS extracurricular stipend programs.

Table 2. Overview of Programs in Three Communities

	Gunner's Lake-Waring Station	Long Branch	Wheaton
Area *square miles*	1.7	3	6.8
Total Middle and High School Population* 2007-2008 school year	962	2,751	2,624
Middle School	429	1,150	1,087
High School	533	1,601	1,537
FARMS enrollment **Middle and High School**	298 (31%)	1,475 (54%)	1,071 (41%)
Programs *Extracurricular and community-based*	95	216	117
By community providers	7	48	13
By MCPS (extracurricular)	87	158	96
By Recreation Department	1	11	7
By Dept. of Public Libraries	0	0	1
Total Number of Public & Private Organizations Operating Programs	8	21	12

*These numbers are based on the population living within the prescribed boundaries and not the total population of students attending the focus schools, coming from the school's total enrollment area or attending from outside the enrollment area.

Charts 1a and 1b. Program Target Population and Unique Providers

---
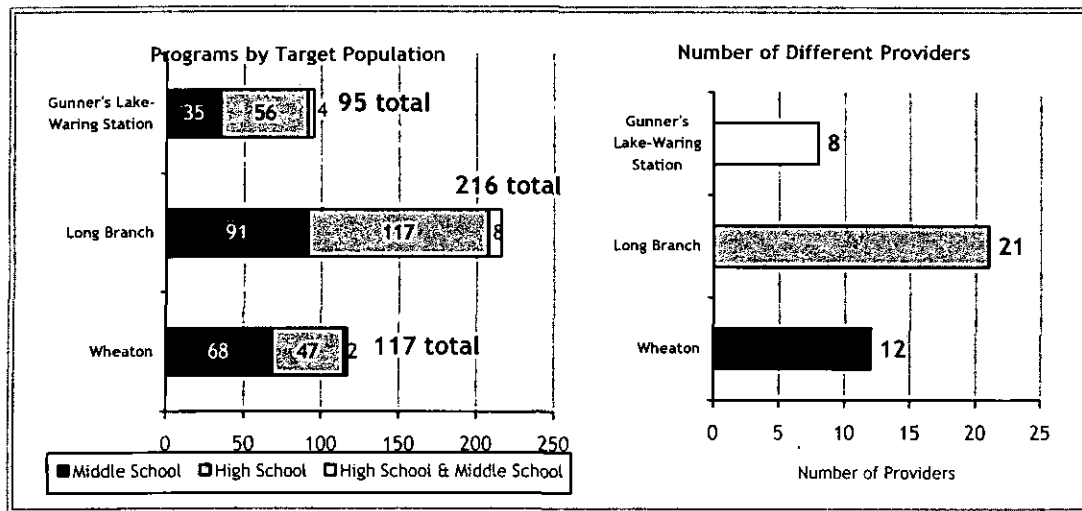
A NOTE ABOUT CAPACITY ESTIMATES

In preparing this report, we learned that not all programs (public or privately funded) have capacity figures. Only 65 percent of middle school programs and 78 percent of high school programs provided us with any estimates.

Capacity numbers are difficult for some programs to provide. Some programs take whoever comes in the door without regard to enrollment limits; others may consider the number of youth served as their capacity; some simply don't know as there's been no reason to collect that information— they just serve youth.

A further complication when measuring the capacity of out-of-school time resources is the number of providers who are delivering services in any given community, each having a separate schedule. So one provider may deliver services only on Mondays for a certain number of youth; others may serve other numbers of youth on two or three days, another all five days. A consensus on how to "count" capacity must be developed.

For more information about *The Need and Demand Policy Question*, see Appendix E.

Program Variety

Findings at the Middle School Level

The mix of program types for middle school students varies among the three communities. Three out of four programs in Gunner's Lake-Waring Station and Wheaton are academic, life skills, or arts programs; in Gunner's Lake-Waring Station, activities are more equally distributed among these three, while Wheaton has a greater proportion of academic programs, 31 percent. Long Branch programs more heavily favor recreation activities and school athletics, a combined percentage of 42 percent.

Findings at the High School Level

For high school students, school athletics dominate the program array in Wheaton and Gunner's Lake-Waring Station, 71 percent and 58 percent respectively. The availability of other programs in these communities is smaller in proportion. For example, academic enrichment programs are less than 10 percent of all available programs. In Long Branch, the mix of programs is more evenly distributed among all programs except for life skills, 30 percent, and career and workforce development, 2 percent. Career and workforce preparation programs are rare in all three communities.

Charts 2a and 2b. Middle and High School Program Types
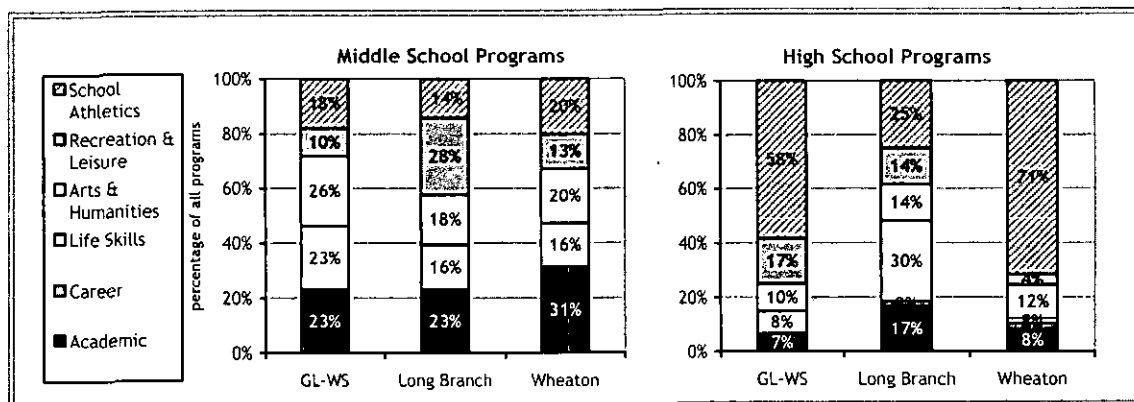
Program Sites

Programs that occur directly after school are more likely to be held at a school site. Other locations include public facilities such as Department of Recreation Centers or libraries as well as sites used by private organizations like the YMCA.

Of the 428 programs included in this report, 90 percent occur at a school site. Only 2 percent are located at a non-school public facility and 8 percent at a private location.

Chart 3. Program Sites

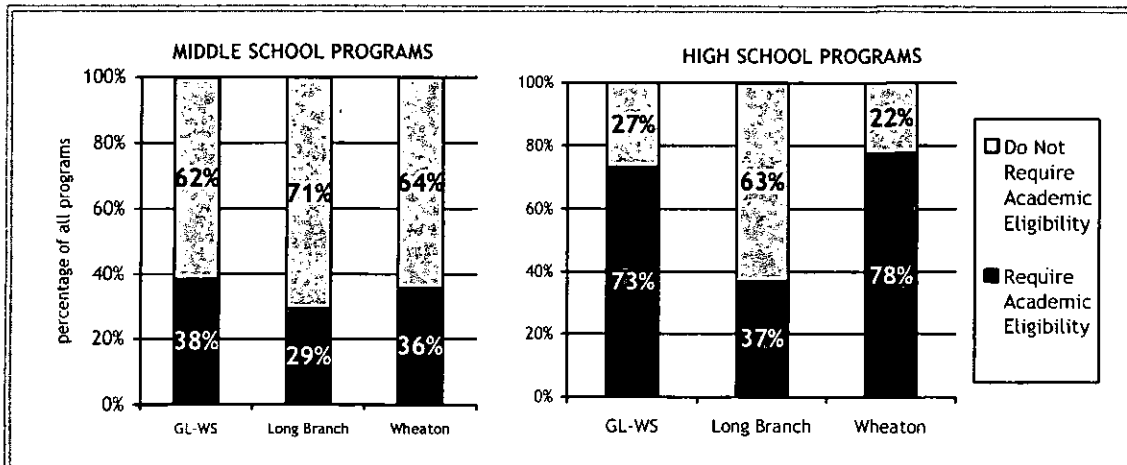Private 8%
Public 2%
School 90%
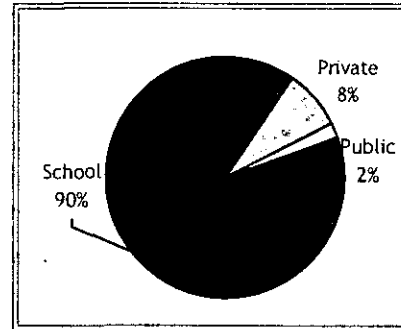
Academic Eligibility Requirements

Montgomery County Board of Education (BOE) policy on academic eligibility for extracurricular activities includes athletic programs and a number of other programs. Students in middle and high schools must maintain a 2.0 grade point average with no more than one failure in the previous marking period to be eligible to participate. Policy also stipulates that offerings should be many and varied with not all MCPS extracurricular activities requiring academic eligibility.

Across all three communities, about one-third of the available programs for middle school students require academic eligibility. But for high school students, three out of four programs in Gunner's Lake-Waring Station and Wheaton require academic eligibility. In Long Branch, there are a greater number of programs available to high school students that do not meet academic requirements—63% of all high school activities.

Charts 4a and 4b. Middle and High School Academic Eligibility Requirements

MIDDLE SCHOOL PROGRAMS

	GL-WS	Long Branch	Wheaton
Do Not Require Academic Eligibility	62%	71%	64%
Require Academic Eligibility	38%	29%	36%

HIGH SCHOOL PROGRAMS

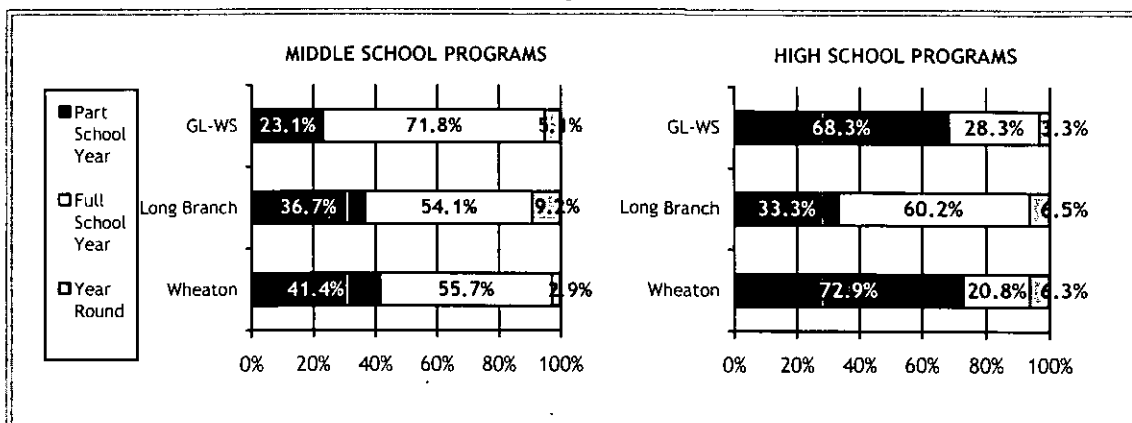|	GL-WS	Long Branch	Wheaton
Do Not Require Academic Eligibility	27%	63%	22%
Require Academic Eligibility	73%	37%	78%

Program Schedule Duration and Intensity

Program duration is classified in terms of how long a program runs: 1) yearlong programs extended into most of the summer; 2) school yearlong programs only ran generally September/October through May/June; and 3) part of school year programs ran for a semester or season; generally 12 weeks long.

For middle school students, programs are more likely to be full school year programs. This is also typical for high school programs in the Long Branch area. But in Gunner's Lake-Waring Station and Wheaton, high school programs typically run for part of the school year, either a season or semester.

Charts 5a and 5b. Middle and High School Program Duration

MIDDLE SCHOOL PROGRAMS   HIGH SCHOOL PROGRAMS

Legend:
- ■ Part School Year
- ☐ Full School Year
- ☐ Year Round

Middle School Programs:
- GL-WS: 23.1% | 71.8% | 5.1%
- Long Branch: 36.7% | 54.1% | 9.2%
- Wheaton: 41.4% | 55.7% | 2.9%

High School Programs:
- GL-WS: 68.3% | 28.3% | 3.3%
- Long Branch: 33.3% | 60.2% | 6.5%
- Wheaton: 72.9% | 20.8% | 6.3%
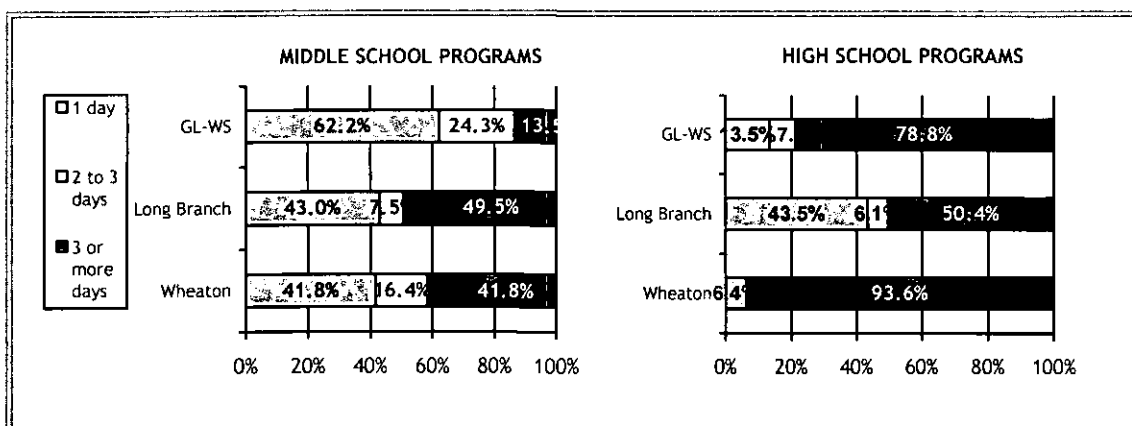
(Axes: 0% 20% 40% 60% 80% 100%)

Program intensity refers to the number of days per week and hours per day a program runs. Programs were sorted into three groups based on the number of days per week they ran: 1) one day; 2) two to three days; 3) three or more days. And programs were also grouped based on how many hours per day they met: 1) less than two hours; 2) two to three hours; 3) three or more hours.

Most middle school programs meet one day a week for less than 2 hours, except for school athletic programs which are more likely to meet 3 or more days a week. This is similar for all three communities, except Gunner's Lake-Waring Station described most of its athletic programs occurring two days a week. Programs at school sites typically run for less than 2 hours because many middle school students rely on activity buses for transportation.

High school programs are more likely to run 3 or more days a week for 2 to 3 hours. This is primarily because the program mix is so heavily dominated by school athletics. Though in Long Branch, there are an equal proportion of programs that run one day a week for less than 2 hours as those that run 3 or more days a week for 2 to 3 hours.

Charts 6a and 6b. Middle and High School Program Intensity

MIDDLE SCHOOL PROGRAMS   HIGH SCHOOL PROGRAMS

Legend:
- ☐ 1 day
- ☐ 2 to 3 days
- ■ 3 or more days

Middle School Programs:
- GL-WS: 62.2% | 24.3% | 13.5%
- Long Branch: 43.0% | 7.5% | 49.5%
- Wheaton: 41.8% | 16.4% | 41.8%

High School Programs:
- GL-WS: 3.5% | 17.7% | 78.8%
- Long Branch: 43.5% | 6.1% | 50.4%
- Wheaton: 6.4% | 93.6%

(Axes: 0% 20% 40% 60% 80% 100%)

FUTURE OUT-OF-SCHOOL TIME SUPPLY ANALYSES

As the Collaboration Council undertook this analysis, it searched literature and contacted other jurisdictions to learn if a similar exercise had been conducted elsewhere. What was found were analyses of more limited scopes such as 1) cities with smaller geography and populations; 2) single foci such as licensed programs or academically-oriented programs; 3) specific target populations, (ex., low income youth); or 4) specific program operators. In short, this is original work.

Considerations and Requirements

Centralized Data Repository or Clearinghouse
The process of collecting accurate and complete information on out-of-school time activities was neither quick nor simple, even when scaling down the size of the communities examined. The main reason for this is that the authority and responsibility for having a centralized clearinghouse does not rest with one agency. The Collaboration Council has taken on the task of reaching out to community-based organizations by encouraging their participation in the countywide resource database *info*MONTGOMERY. But participation in this database is voluntary and follow-up with some members to complete information presents an initial obstacle to having information available quickly. To expand the scope of this analysis, outreach efforts to community-based organizations and a heightened sense of commitment to participate would need to occur.

There remains no single source for out-of-school time information and no coordination at a school-community level around programs that exist outside the school setting. If all information was included in *info*MONTGOMERY rather than collected via separate processes, the analysis would be more streamlined and much of the details around available programs would also be accessible to the public via the web site. The detailed analysis would not be completely automated though because this level of analysis requires the implementation of inclusion and exclusion criteria and a classification process for each program.

Data Collection and Validation Processes and Resources
We were grateful for the assistance of the Montgomery County Public Schools' Department of Financial Services and the Office of School Performance in helping to collect what they could about these programs for this analysis No department in MCPS is responsible for this information at the level of detail required to analyze supply in the context of program array, capacity, duration and frequency. But to repeat this analysis or expand the scope, there would need to be a process in place, possibly at each school, that would collect and validate the details of all programs occurring at the school run by MCPS (community-based programs occurring at school sites are already collected via *info*MONTGOMERY).

Cross-agency Agreement on Definitions
There is current discussion between different agencies on the definitions of out-of-school time and its characteristics. In order to have a coherent picture, the public agencies funding and running these programs as well as the private community of providers and funders must come to agreement on how program types are defined and classified. This definition process should also help advise on what could receive priority funding (for example, an emphasis on programs—or collaborations of programs—that operate several days over time to enable frequent participation).

Clarification of Analysis "Questions" for Decision-making
A standard set of questions must be established for the purpose of decision-making and establishing a baseline to measure the progress of the *Excel Beyond the Bell* initiative. This requires a thoughtful discussion by the partnership and other stakeholders. A process for responding to further requests for analysis is also necessary when questions look at other

50

criteria to describe out-of-school time, such as available programming for weekends and summer. As with defining out-of-school time programs, this discussion also starts to determine the priorities of Excel Beyond the Bell. For example, should an analysis of summer be the next step? What are the questions we hope to answer?

Some Next Steps

Alignment with Need, Demand and Participation Data

Information and analysis regarding the need and demand for out-of-school time activities are equally required for decision making. "Need" is based on certain assumptions about who needs a program and is often framed around the premise that every youth in a geographic region who fits a specific profile (parents working; academic underperformance; low income, etc.) needs an after school slot. "Attitudinal demand" refers to the degree to which parents and youth currently participate or indicate that they want to participate, what parents or youth think they want in after school program, and what potential barriers prevent participation. The next step in this analysis aligns what is available with what is needed and demanded. The Collaboration Council has FY 2008 County funding that is being carried forward into FY 2009 to contract with a consultant to design and complete research in the same three communities.

In addition, data considered to describe "behavioral" demand helps to determine whether the identified supply of programs are actually utilized. This data includes program-level enrollment data from providers to measure actual enrollment relative to program capacity and program-level attendance data from providers that tells how many of the enrolled youth actually attend and at what frequency. At this point in time there is no cross-partner system to capture this information.

Going to Scale

Based on the interest in the preliminary findings of this analysis, it is expected that many other Montgomery County communities will want similar analysis as they work to support their youth through out-of-school time programs. Providing additional findings requires solutions to the considerations mentioned above as well as the resources within data collection agencies and at the Collaboration Council to continue production of these essential analyses.

Dept	Program Name	Prevention/Intervention/Suppression	Target Age	Target Population	Hours of Operation	Days a Week	Days of Operation	Location	Number of Youth Served	Program Tenure	Nongovernmental Stakeholders	Data Being Collected	FY01 Budget Item	County Funds	State Funds	Federal Funds	FY07 Expenditures	FY01 Expenditures	FY07 Expenditure
REC	RecExtra	Prevention	11-14	open to all but outreach to those with higher risk factors	2:30PM-4:10PM	3	Tuesday, Wednesday, Thursday	at 38 MCPS middle schools		1988 for 10 sites, expanded to 38 in 2006	MCPS, some non-profit and for profit providers	Number of youth enrolled; • Number of program sessions; • Program duration and intensity; • Youth participation rates; • Staff ratios. In addition to universal outcomes, programs will have specific measures relative to the goals of the program offering (ie. academic focused programs will track academic success).	Yes	Yes	No	No	635490	635640	8451
REC	Einstein Community Connections	Prevention, Intervention	14-19	open to all but outreach to those with higher risk factors	2:30PM-5:00PM	3	Tuesday, Wednesday, Friday	Einstein High School		FY07	MCPS, YMCA, Kensington Wheaton Youth Services, PTSA, other non-profit and for-profit providers	Number of youth enrolled; • Number of program sessions; • Program duration and intensity; • Youth participation rates; • Staff ratios. In addition to universal outcomes, programs will have specific measures relative to the goals of the program offering (ie. academic focused programs will track academic success).	Yes	Yes	No	No	348110	348110	3481
REC	Blair Sports Academy	Prevention, Intervention	14-18	open to all but outreach to those with higher risk factors	2:15PM-5:00PM	4	Monday, Tuesday, Wednesday, Thursday	Blair High School		FY06	MCPS (?), PTSA, other non-profit and for-profit providers	Number of youth enrolled; • Number of program sessions; • Program duration and intensity; • Youth participation rates; • Staff ratios. In addition to universal outcomes, programs will have specific measures relative to the goals of the program offering (ie. academic focused programs will track academic success).	Yes	Yes	No	No	168280	312650	3223
REC	Wheaton Sports Academy	Prevention, Intervention	14-18	open to all but outreach to those with higher risk factors	2:15PM-4:30PM	4	Monday, Tuesday, Wednesday, Thursday	Wheaton High School		FY04 (2 days no competitive component), FY07 (increased to 4 days from Feb-May)	MCPS, PTSA, other non-profit and for-profit providers	Number of youth enrolled; • Number of program sessions; • Program duration and intensity; • Youth participation rates; • Staff ratios. In addition to universal outcomes, programs will have specific measures relative to the goals of the program offering (ie. academic focused programs will track academic success).	Yes	Yes	No	No	233760	277160	2648
REC	Paint Branch Sports Academy	Prevention, Intervention	14-18	open to all but outreach to those with higher risk factors	2:15PM-5:00PM	3	Tuesday, Wednesday, Thursday	Paint Branch High School		FY07 - 1/2 year, FY08 - full year	MCPS, George B. Thomas Learning Academy (academic component), PTSA, other non-profit and for profit providers	Number of youth enrolled; • Number of program sessions; • Program duration and intensity; • Youth participation rates; • Staff ratios. In addition to universal outcomes, programs will have specific measures relative to the goals of the program offering (ie. academic focused programs will track academic success).	Yes	Yes	No	No	206270	312840	3233
REC	Springbrook Sports Academy	Prevention, Intervention	14-18	open to all but outreach to those with higher risk factors	2:15PM-5:00PM	3	Tuesday, Wednesday, Thursday	Springbrook High School		FY07 - 1/2 year, FY08 - full year	MCPS, George B. Thomas Learning Academy (academic component), PTSA, other non-profit and for profit providers	Number of youth enrolled; • Number of program sessions; • Program duration and intensity; • Youth participation rates; • Staff ratios. In addition to universal outcomes, programs will have specific measures relative to the goals of the program offering (ie. academic focused programs will track academic success).	Yes	Yes	No	No	206270	312800	3203
REC	Seneca Valley Sports Academy	Prevention, Intervention	14-18	open to all but outreach to those with higher risk factors	2:15PM-5:00PM	3	Monday, Tuesday, Wednesday, Thursday	Seneca Valley High School		FY06 - 1/2 year	MCPS, PTSA, other non-profit and for-profit providers	Number of youth enrolled; • Number of program sessions; • Program duration and intensity; • Youth participation rates; • Staff ratios. In addition to universal outcomes, programs will have specific measures relative to the goals of the program offering (ie. academic focused programs will track academic success).	Yes	Yes	No	No	0	123000	2667
REC	Summer Teen Programs	Prevention, Intervention	13-18	open to all but outreach to those with higher risk factors	9:00AM-3:30PM	5	Monday, Tuesday, Wednesday, Thursday, Friday	various, county-wide		before FY07	AFI	Number of youth enrolled; • Number of program sessions; • Program duration and intensity; • Youth participation rates; • Staff ratios. In addition to universal outcomes, programs will have specific measures relative to the goals of the program offering (ie. academic focused programs will track academic success).	No	Yes	No	No	390540	390560	4195
REC	Teen Leadership	Prevention	11-18	open to all but outreach to those with higher risk factors	evening meetings, weekend events (CIT 9-3:30)		Meetings: Tuesday or Thursday (CIT M-F)	various, county-wide		before FY07	none	Number of youth enrolled; • Number of program sessions; • Program duration and intensity; • Youth participation rates; • Staff ratios. In addition to universal outcomes, programs will have specific measures relative to the goals of the program offering (ie. academic focused programs will track academic success).	No	Yes	No	No	161450	155530	1783

Dept	Program	Description	Type	Ages	Target population	Hours	Staff	Days	Location	Number served	Years operating	Partners	Performance measures	Mandate						
REC	Teen Events	One-time events such as pool parties, dances, concerts, sports tournaments, and speak outs that engage youth	Prevention, Intervention	11-18	open to all but outreach to those with higher risk factors	various nights and weekends	NA	Various	various, county-wide		before FY07	various non-profit and for-profit providers	Number of youth enrolled. Number of program sessions. Program duration and intensity. Youth participation rate. Staff ratios. In addition to universal outcomes, program will have specific measures relative to the goals of the program offering (ie academic focused programs will track academic success).	No	Yes	No	No	246050	270350	2923
REC	Teen Clubs	One-time events or activities such as field trips, bowling, shows, museums, dances, camping, etc.	Prevention	11-18	open to all but outreach to those with higher risk factors	various nights and weekends	NA	Various	various, county-wide	1360	before FY07	none	Number of youth enrolled. Number of program sessions. Program duration and intensity. Youth participation rate. Staff ratios. In addition to universal outcomes, program will have specific measures relative to the goals of the program offering (ie academic focused programs will track academic success).	No	Yes	No	No	809200	833400	8534
DOCR	Moral Recognition Therapy program	12 step cognitive behavioral change program for youthful offenders (not yet reached their 21st birthday)		14-22	Criminal Justice involved youth	24/7 for specific community	7	All	MCCF	410 FY08	10 years	Identity Inc and Class Act Arts Project Youth outreach	Within the 12 level system we are tracking levels reached, program madrican, educational benchmarks reached, GED testing achievement, and other basic educational assessments. Also tracking behavioral management issues	No	Yes	No	No		25,000	25.0
DOCR	Identity Youth Outreach	Outreach to Latino youth and African American youth to foster cultural awareness and acceptance for the purposes of reduced community violence		14-22	Criminal Justice involved youth	8:00AM-4:00 PM	5	M-F	MCCF	360 FY08	3 years		numbers served, increasing our cultural competency and outreach.	No	Yes	No	No		60,000	60.0
DOCR	Youth Opportunities Center			14-22	Criminal justice involved youth	8:00AM-4:00 PM	5	M-F	MCCF program (that assists with youth that are transitioning back to the community	83 FY08	3 years	Identity Inc	numbers referred. The center tracks other data on inmates referred to this program		Yes	No	No	0	0	0
DOCR	Special Education	Special Education mandated by Maryland Law for incarcerated youth up to their 21st birthday who had an IEP prior to incarceration		14-21	Institutionalism youth	8:00AM-4:00 PM	5	M-F	MCCF	46 FY08	1 year	MCPS and State department of education	Mandated reporting data, such as advancement through curriculum, IEP meetings held, GED graduation, etc...	State and Federal Mandate	Yes	Yes	Yes		170,000	170.
DOCR	Home and Hospital Educational Services	Enrolled youthful offenders at the time of arrest or incarceration		14-21	Institutionalized youth	8:00AM-4:00 PM	8	8 days a week	MCCF	73 FY08	10 years	MCPS and State department of education	Numbers served. MCPS tracks all other data	State and Federal Mandate	Yes	Yes	No			
DOCR	Gang Suppression Program	Suppression of gang violence and recruitment with the correctional facility. The program also has an educational component to encourage life changing choices needed to leave gang life behind		All	majority are between the ages of 14 and 25	24/7	7	All	MCCF/MCDC	400+ FY08	2 years	Identity Inc and Class Act Arts Project Youth outreach HHS	Validated gang members are identified, violence reduction and recidivist due to proper classification and separation	Yes	Yes	No	No	63,000	63,000	66.1
DOCR	Baby Program	Utilization of mechanical and computerized babies to simulate the need of an infant. Facilitated by a teacher with a national recognized lesson plan		14-22	Criminal justice involved youthful fathers	as scheduled	5	2 to 3 program per month	MCCF	823 FY08	4 years	Class Act arts, project youth outreach	Number completing the program and test	No	Yes	Yes	No		5,000	5.0
DOCR	Project Youth Outreach	Utilizes arts, performance, visual, writing, etc... To promote creativity, accomplishment and cultural awareness and ethnic understanding		14-22	Criminal justice involved youth and their families	as scheduled	5	2 days	MCCF	123 FY08	4 years	Class acts, project youth outreach	Numbers completing residency program, general participation data	Exhausts grant funding and sometimes county gen'l funds	Yes	Yes	Yes	No		63,000	75.
DOCR	Family Unification	Inmates involved in the MRT program that have received step 8		14-22	Criminal justice involved youth and their families	once per month	NA		MCCF	212 FY08	10 years	Public Defenders Office, HHS, Identity	Number participating, family attendance, reentry data		Yes	No	No		5,000	5.1
HHS	Crossroads Youth Opportunity Center	Program provides prevention and intervention services to at-risk and gang involved youth from both Montgomery and Prince George's Counties. Services include the following: Positive Youth Development, Family Stabilization, Job Placement, Safety Planning, Mental Health Services, Case Management, Legal Services, Social supports for incarcerated youth	Intervention	14-24	Youth at-risk of gang involvement as well as active gang members from Montgomery and Prince George Counties.	Monday through Friday 10 AM until 7 PM, Saturday 10 AM until 3 PM	6	Monday through Saturday	7979 New Hampshire Avenue	165	2 years	Identity Inc, and Pride Youth Service	Reduction of youth participating in gang activity. Reduction of recidivism of youth. Provide a supportive and inclusive environment in which African American young men can meet on a regular basis to explore and discuss various topics. Increase of youth involved in positive life-affirming activities	Yes	Yes	No	Yes	$640,056	$504-715	165.
HHS	Northwood High School Wellness Center	Provide a range of social services and health services to students that includes the following: Social Services, Positive Youth Development, Mental Health, Case Management, and health screenings.	Prevention, Intervention	14-22	All Northwood students	7:30PM 8:00PM	5	Monday thru Friday, and occasional weekends.	Northwood High School 919 University Blvd W, Rm. F124	129	2 months	Identity Inc, Pride Youth Services, and the Family Support Center.	Increase in the number of youth who show improved awareness and practice of healthy behaviors while receiving services through the center. Increase in the number of pre... who show a reduction in different activity while receiving service, through the wellness center. Increase in the number of youth who have increased school attendance while receiving services through the wellness center. Increase in the number of youth who have improved self-esteem and demonstrate a greater attachment to school while receiving services through the wellness center. Decrease in the number of disciplinary actions youth are involved in while participating in the wellness center.	Yes	Yes	No	No	$131,570	$665,240	165.

Dept	Program	Description	Category	Age	Target	Hours	Days	Day of week	Location	# Served	Duration	Partners	Measure					Budget			
HHS	Street Outreach Network	Engage high risk youth and provide them with support and opportunities for success; restrict mediation and addressing community conflict.	Intervention, Prevention	14-23	Youth at-risk for gang involvement and active gang members	12:00PM-8:00PM	5	Monday thru Friday as well as some weekends	Wheaton Recreation Center and 11905 Kingsview Road, Damestown, MD	127	6 months	MD Choices, MMVC, Pride, Identity, Guide, YMCA, Churches	Reductions in re-suspensions to MCPS. Reductions in arrest for youth served	Yes	Yes	No	$250,000	$260,000	$287,316	$332,411
HHS	Youth Violence Prevention Coordinator	Community Outreach education to schools, Churches, Community Groups, Parents, Youth, and other stakeholders, oversee federal and county funding; project management.	Prevention, Intervention	14-23	All at-risk in Montgomery County	8:30 until 5 PM as well as nights and weekends	5	Monday and Friday and some occasional weekends	401 Hungerford Drive, Rockville, MD	20	3 years	All youth serving community providers, County residents, etc...	Build capacity for Community Providers to serve high risk and gang involved youth and families. Increase Community awareness on the prevention of gangs in the County. Effective intervention in high risk throughout the County	Yes	Yes	No	$59,890	$108,000	$111,844
HHS	Identity After School Program	Provides a Positive Youth Development Program through after school services at 10 MCPS schools. Services target at-risk Latino youth and their parents/guardians, and include team building, leadership development, and parent/guardian training	Prevention	12-19	Youth at-risk for gang involvement and active gang members	2:30PM until 4:30PM weekdays and drop-in during other hours	5	Monday through Friday, and Weekend retreat	414 East Diamond Ave, Gaithersburg, MD	200	4 years	Youth serving community providers, County residents	Increase in positive attitude changes regarding gang activities and membership. Changes in attitude towards drug use. Decrease in risky sexual behavior activity. Increase in youth aspiration of positive outlook for the future.	Yes	Yes	No	$208,000	$212,120	$212,12K
MCPL	Teen Summer Reading	A series of programs, contests, and activities designed to encourage Teens to read during the summer.		13-17	Teenagers	9:30 - 8:30 M - Thu, 10 - 8 Fr, 10 - 5 Sa, 12 - 5 Sun at select locations	7	At	21 Library Branches County (not all participate equally, depend on demographics)	FY04 3409	Since before 1990	Friends of the Library, Montgomery County, Inc. and its local chapters. (They fund program supplies, prizes, and performers)	# of teens participating	No	No	No	8000	12300	12000
MCPL	Mobile Services Van	A daily outreach program to day care centers and Head start programs. We provide reading programs and books for the youth and service/training to the daycare staff.		0-17	Youth.	8:00AM - 5:00PM	8	M - F	Various locations.	FY04 5023	Long Standing	Day Care Center, and neighborhoods	# of items circulated from van	No	Yes	No	170000	180000	180000
MCPD	Centralized Gang Unit	Lead the Police initiative of Gang Prevention, Intervention and Suppression.	Suppression, Intervention	15-24	At Risk Youth	24/7	N/A	Varies	MD	N/A	17-Feb-06	Identity Inc. Crossroads Youth Opportunities Center	Quarterly Gang Report, Semi-Annual Gang Assessment, Field Interruption Reports (year round)	Yes	Yes	No				$708.2K
MCPD	District Gang Coordinators	Tracking Gang crews in their respective District. Identify active gangs and gang members. Work with EFO's MCPS, the Central gang unit and other county agencies to address gang issues in their District.	Suppression, Intervention	15-24	At Risk Youth	24/7	N/A	Varies	District Stations	N/A	Since early 1990's	Identity Inc. Crossroads Youth Opportunities Center	Information used to compile the Quarterly Gang Report, Field Interruption Reports (Year round)	No	Yes	No		1837,316	$542.1K
MCPD	Gang Analyst	Analyze reported gang crews and submit reports on active gang members and crime patterns	Prevention, Suppression	All	At all gang members	8:00AM - 5:00PM	5	M-F	MD	N/A	1-Apr-06	N/A	Reassigned due to retirement of 3rd District Analyst	No	No	No	0	170,018	
MCPD	Student Safety Patrol program	Provide structure and leadership to 5th grade safety patrols to ensure safety of school age children	Prevention	10	7,000 safety patrols	0800-0900, 1500-1800	5	All school days	MCPS Elementary Schools	7,000 patrols	1950's to present	AAA supplies safety patrol belts	Provides crossing guards as well as structure to 5th grade Safety Patrols to ensure safety of elementary school children (School year only)	Yes	Yes	Yes				$5,169.9K
MCPD/REC	Police Activity (Pal)	PAL provides attractive prevention activities during after-school and evening hours. These programs involve year round recreational, education, cultural, and social activities designed to instill leadership and build good citizenship	Prevention	7-17	At risk youth in the Community	12:00PM-8:00PM	5	M-F	14715 Good Hope Rd, Silver Spring, Md 20905	40-50	1997	Kmart, Safeway, Giant Food, Ment, Sports entertainment Inc., NIH	Provides year-round recreational, educational, cultural, and social activities during after school and evening hours. Members include OPA at participants	No	Yes	Yes		$109,890	$243,424
MCPD	Montgomery County Police Department Explorer Post 1999	Explorership is a worksite based, hands-on program designed to give young people an insight as to the realities of a career in law enforcement	Prevention	14-20	Montgomery County youth interested in law enforcement or a career and youth who want to have a good time.	6:00PM-8:30PM	1	Wednesday	Public Service Training Academy (PSTA) 8710 Great Seneca Highway	50+	since 1974		Hands-on program designed to give young people an insight into and experience in a law enforcement career. Number of participants, age of participants, and activities are measured (Year round)	No	Yes	No			
MCPD	Community Outreach Officers - District Stations	Conduct Community Outreach and presentations	Prevention	All	All Community members	Varies	5	M-F	At District Stations	N/A	Since the 70's		Provides crime prevention, gang prevention, and community outreach presentations. Measurement can be obtained by the number of PYO specific presentations (year round)	Yes	Yes	No				11,944,000
MCPD	Education Facility Officers (EFO's)	EFO's provide a consistent police presence to County high/middle schools	Prevention, Intervention, Suppression	13-17	High/middle school students	7:00AM-3:00PM	5	M-F	All Police Districts	Varies	2003	None	Countywide, school based program that provides non-confrontational police presence, mentorship, leadership, and instruction. Measurement can be obtained by presentations and classes taught, mentoring, contact, etc.	No	Yes	No		327 million	533 million	13.2 millio

(54)

Montgomery County Department of Health and Human Services
FY09 Youth Program Funding

#	Organization Name	Description of Service	Location	NDA or DHHS Base Budget	FY09 Amount $
1	African Immigrant and Refugee Foundation	After school empowerment program/ Challenge of Catching Up Program	Blair & Springbrook High Schools, Broad Acres Elementary School	DHHS Base Budget	$21,440
2	Asian American Lead	After school academic enrichment programs including one-on-one tutoring, mentoring and wrap-around family support services	Loiderman, Argyle, & Parkland Middle Schools	NDA	$125,000
3	Big Brothers Big Sisters of the National Capital Area	Mentoring program	County-wide	NDA	$80,000
	Boys and Girls Clubs of Greater Washington	Academic Enrichment Program	Germantown	NDA	$30,000
	Boys and Girls Clubs of Greater Washington	Purchase of a mini-bus	County-wide		
	College Tracks	Improve College Access	Wheaton	NDA	$35,000
4	Community Bridges	Leadership and empowerment programs for immigrant and low-income adolescent girls	Rolling Terrace, Oakview, & Broad acres Elementary Schools, Silver Spring International, Eastern, Takoma Park, & White Oak Middle Schools, & Blair High School	NDA	$120,000
5	Community Bridges	High school workforce development and elementary after school programs	Rolling Terrace, Oakview, & Broad acres Elementary Schools, Blair High School	NDA	$80,000
6	Community Bridges	Youth empowerment and leadership program to 4th-6th grade girls	Rolling Terrace, Oakview, & Broad acres Elementary Schools, Silver Spring International, Eastern, Takoma Park, & White Oak Middle Schools	DHHS Base Budget	$51,900
7	Community Preservation and Development Corporation	Youth development literacy program	Park Montgomery community, Silver Spring	NDA	$45,000
8	Crittenden Services of Greater Washington	SNEAKERS and PEARLS youth development programs for 32 teen girls ages 13-19	Silver Spring/Gaithersburg	NDA	$50,000
9	Family Learning Solutions	Academic support and mentoring	Wheaton/Silver Spring	DHHS Base Budget	$54,130
10	Family Learning Solutions	Services for at-risk African-American and immigrant youth in Montgomery County	Wheaton/Silver Spring	NDA	$50,000
11	Family Learning Solutions	Services to at-risk African-American and immigrant youth via BROTHERS Mentoring Program	Gaithersburg High School	NDA	$25,000
12	Gapbuster Learning Center, Inc.	Services for teens and young adult activities	Wheaton/Silver Spring	NDA	$105,000
13	Identity, Inc.	Positive Youth Development services	County-wide	DHHS Base Budget	$318,360
14	Latin American Youth Center	Maintain and enhance safety and security at the Contractor's Silver Spring facility	Silver Spring	NDA	$60,000
15	Latin American Youth Center	Services to at-risk youth and families in Montgomery County	County-wide	NDA	$140,000
16	Lt. Joseph P. Kennedy Institute	After school care for children with disabilities	County-wide	DHHS Base Budget	$69,660

Montgomery County Department of Health and Human Services
FY09 Youth Program Funding

	Vendor Name	Description of Service	Location	NDA or DHHS Base Budget	FY09 Amount $
17	Lt. Joseph P. Kennedy Institute	Community Companions Program	County-wide	NDA	$109,000
18	Passions for Learning	Provides services to at-risk children to boost student learning	Easter, Sligo Middle Schools & Oakview, Pine Crest, Strathmore Elementary Schools	NDA	$25,000
19	Passions for Learning	Provides Young Writer's Academics after school academic enrichment for at-risk students	Easter, Sligo Middle Schools & Oakview, Pine Crest, Strathmore Elementary Schools	NDA	$12,000
20	Thor Teams, Inc.	Tutoring and educational motivation to students from low-income families	Damascus	NDA	$54,100
21	Washington Youth Foundation	Positive youth development and mentoring program	County-wide	NDA	$70,000
22	Washington Youth Foundation	After school and weekend program focusing on Math & English	County-wide	DHHS Base Budget	$46,820
23	YMCA of Metropolitan Washington	PROJECT HOME - Prevention, early intervention and community development services to middle and high school aged youth	Rosemary Hills Community, Silver Spring	DHHS Base Budget	$56,854
24	YMCA of Metropolitan Washington	Nob Hill Community Center After School Program	Nob Hill Community, Silver Spring	NDA	$42,000
TOTAL					$1,876,264

CAS # 08-659, Date: 08/15/08
Prepared by: William Neukirch
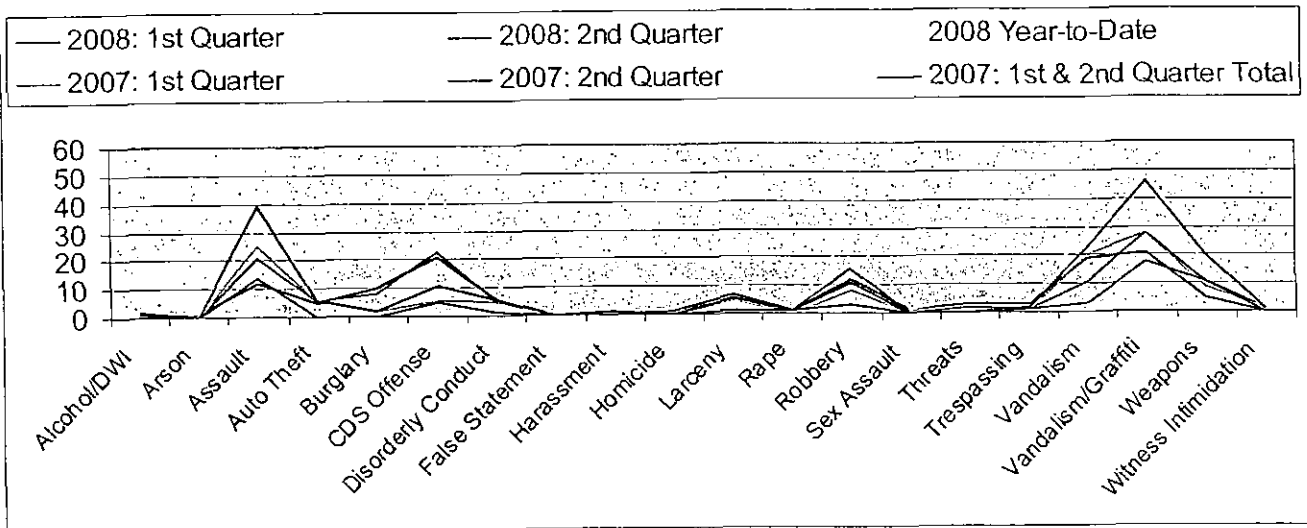
2nd Quarter 2008 Gang Report

There were 142 gang related incidents reported in the 2nd quarter of 2008. This is a 10% increase from the 129 incidents reported in the 1st quarter of 2008. Overall reported gang incidents in 2008 (Year to Date) increased 53% (271 incidents compared to 177 incidents) when compared to the same time last year. The year to date comparison also shows a significant increase of CDS violations, Burglaries, Robberies and Threats in 2008. Decreases were observed in assaults and weapon offenses. *

Comparison between Quarters:

The following table and graph display the type and number of incidents reported for the 1st and 2nd quarters 2008 and the Year to date totals for 2007 and 2008.

Reported Crime Type	1st Quarter 2008 Gang Incidents	2nd Quarter 2008 Gang Incidents	Year-to-Date 2008	Year-to-Date 2007
Alcohol/DWI	0	2	2	2
Arson	1	0	1	0
Assault	12	21	33	39
Auto Theft	5	6	11	6
Burglary	10	8	18	2
CDS Offense	21	23	44	11
Disorderly Conduct	6	5	11	6
False Statement	0	0	0	0
Harassment	1	0	1	1
Homicide	1	1	2	0
Larceny	7	5	12	6
Rape	1	1	2	1
Robbery	12	16	28	11
Sex Assault	1	0	1	0
Threats	3	2	5	0
Trespassing	3	1	4	2
Vandalism	19	11	30	23
Vandalism/Graffiti	21	28	49	46
Weapons	5	11	16	20
Witness Intimidation	0	1	1	1
Grand Total	**129**	**142**	**271**	**177**

1

Criminal Activity Totals

Legend:
- 2008: 1st Quarter
- 2008: 2nd Quarter
- 2008 Year-to-Date
- 2007: 1st Quarter
- 2007: 2nd Quarter
- 2007: 1st & 2nd Quarter Total

2nd Quarter 2008 District Totals:

The following table displays the number and type of incidents reported in each district, while the chart displays the number and percentage reported in each district.

Reported Crime Type	1D	2D	3D	4D	5D	6D	Grand Total
Alcohol/DWI	1	0	1	0	0	0	2
Assault	3	2	5	1	1	9	21
Auto Theft	0	0	2	0	0	4	6
Burglary	0	2	3	0	0	3	8
CDS Offense	1	2	5	1	1	13	23
Disorderly Conduct	0	0	0	2	0	3	5
False Statement	0	0	0	0	0	0	0
Harassment	0	0	0	0	0	0	0
Homicide	0	0	0	0	1	0	1
Larceny	2	0	0	0	0	3	5
Rape	0	0	1	0	0	0	1
Robbery	0	1	3	4	2	6	16
Sex Assault	0	0	0	0	0	0	0
Threats	1	0	0	1	0	0	2
Trespassing	0	0	1	0	0	0	1
Vandalism	4	1	2	2	1	1	11
Vandalism/Graffiti	12	1	9	5	1	0	28
Weapons	2	2	2	2	1	2	11
Witness Intimidation	1	0	0	0	0	0	1
Grand Total	27	11	34	18	8	44	142

Total Number and Percentage of Crimes Per District 2nd Quarter 2008

(44), 30%

(27), 19%

(11), 8%

(8), 6%

(18), 13%

(34), 24%

- 1D
- 2D
- 3D
- 4D
- 5D
- 6D

(59)
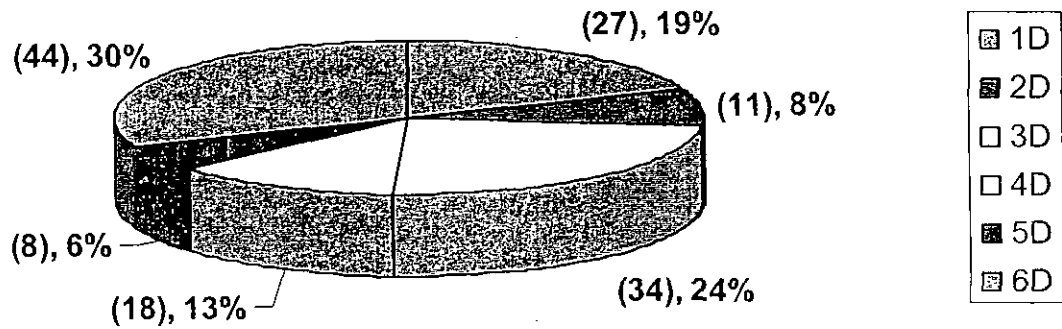
To: Captain David Gillespie, Director
             Special Investigations Division

From: Sergeant Charles Welch, Supervisor
             Gang Unit

Date: September 5, 2008

Subject: Semi-annual Active Gang Assessment
             January 1, 2008 – June 30, 2008

The Gang Unit conducts an assessment of active gangs in Montgomery County every six months. During the period of January 1, 2008 through June 30, 2008, Montgomery County experienced a decrease in the number of active gang members compared to the previous assessment period. The objective of this assessment is to give a summary of the gangs that are known to have been active during this time period.

Below is a summary of trends and significant statistics related to the recent assessment:

6 Month Statistics/Trends
- 35 Currently Active Gangs (40)
- 1057 Active Gang Members (1195)
- Racial Makeup of Gangs: 33% Hispanic, 35%, African American, 32% other race **
- Racial makeup of members: 36% Hispanic, 33% African American, 31 allows mixed races

Additional Trends
- The number of Latino gangs has increased by 17%, while the number of mixed race gangs has decreased by the same amount since our last assessment. This can be attributed to the creation of several small start-up Latino gangs with low membership roles such as Sur 13, Surenos, La Familia Crew and others.

- It is important to note that although the number of Latino Gangs has increased, the overall membership of Latino gang members has decreased by 5%.

- The actual number of African American and mixed race gang members has increased slightly (less than 4% and 1% respectively).

- The percentage of African American Gangs has remained basically the same since our last assessment.

** "Mixed race" includes primarily: African American, Asian, Caucasian and Latino.

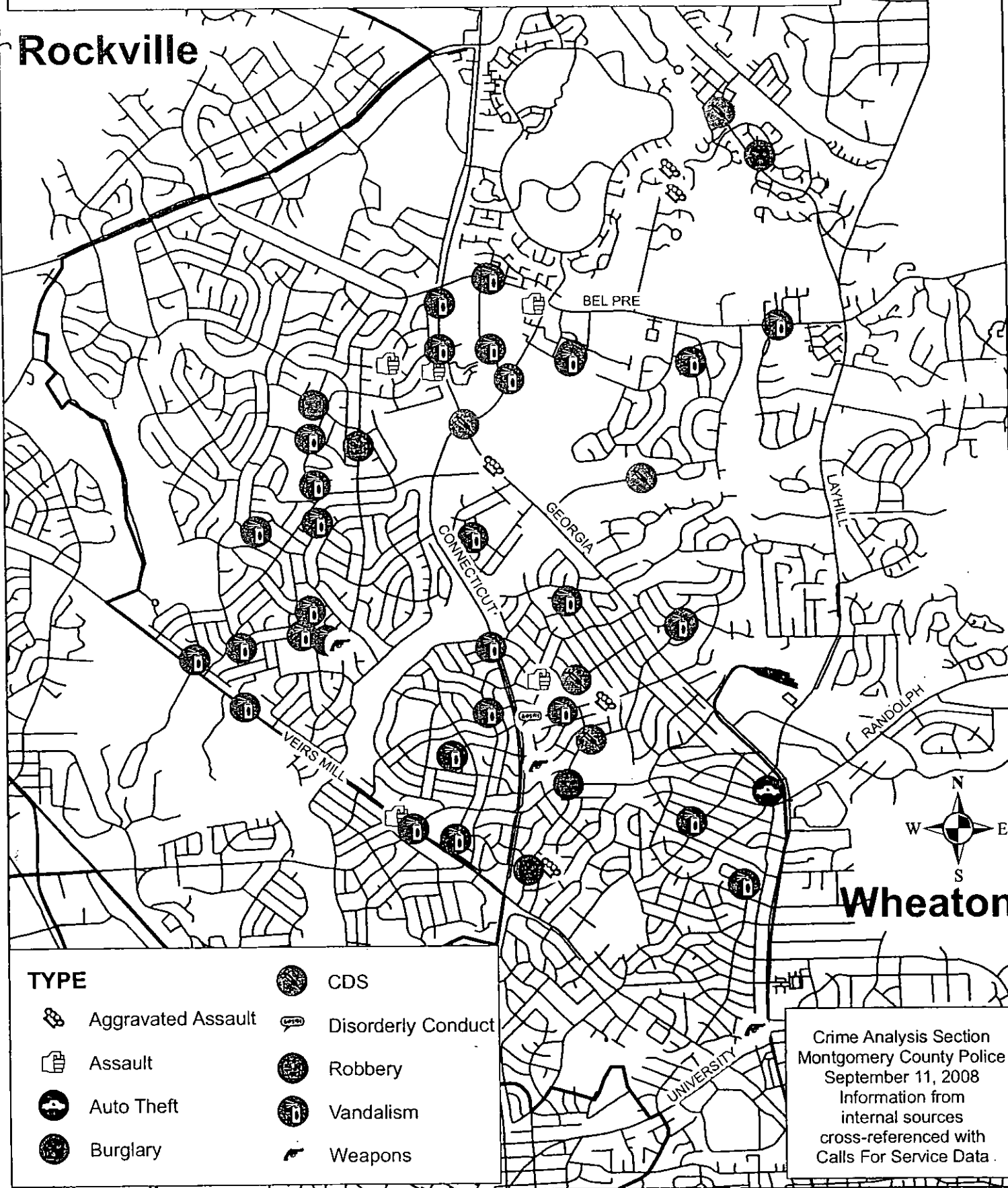# Gang Related Crime in CSAFE Areas
01/01/2007 - 08/31/2008

Wheaton

GREENCASTLE

GREENCASTLE

BRIGGS CHANEY

COLUMBIA

FAIRLAND

RANDOLPH

SHANANDALE

BROADBIRCH

COLUMBIA

CHERRY HILL

Silver Spring

TYPE

🐾 Aggravated Assault
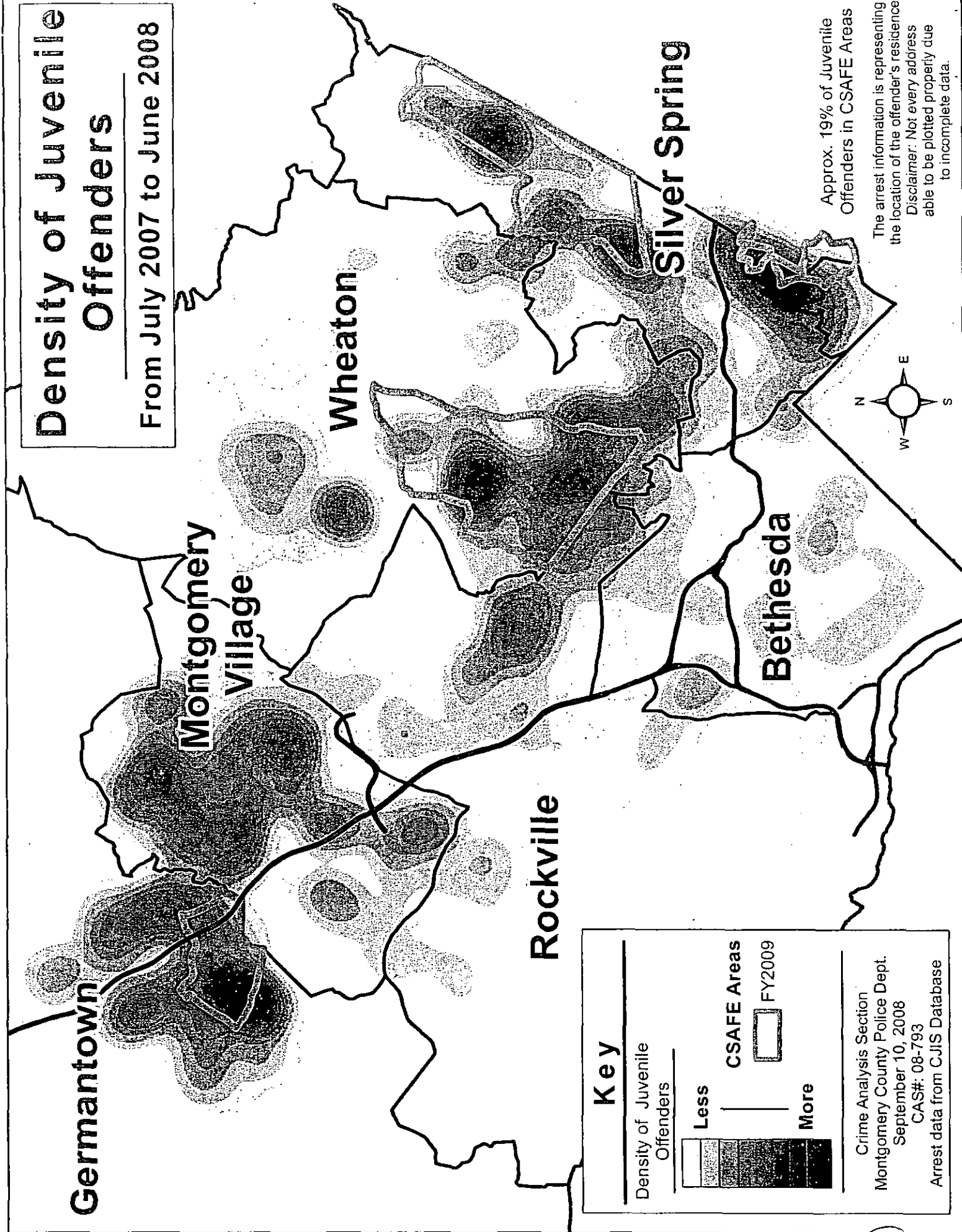
👆 Assault

🚗 Auto Theft

CDS

Robbery

Vandalism

➤ Weapons

Crime Analysis Section
Montgomery County Police
September 11, 2008
Information from internal sources
cross-referenced with
Calls For Service

N
W E
S

61

Gang Related Crimes in CSAFE Areas
01/01/2007 - 08/31/2008

NEW HAMPSHIRE

PINEY BRANCH

International Corridor

CARROLL

UNIVERSITY

N
W   E
S

TYPE

Aggravated Assault

Auto Theft

Burglary

CDS

Larceny

Robbery

Vandalism

Crime Analysis Section
Montgomery County Police
September 11, 2008
information from internal sources
cross-referenced with
Calls For Service Data

62

Gang Related Crimes in CSAFE Areas
01/01/2007 - 08/31/2008

Rockville

BEL PRE

GEORGIA

CONNECTICUT

LAYHILL

RANDOLPH

VEIRS MILL

UNIVERSITY

Wheaton

N
W E
S

TYPE

🐾	Aggravated Assault	●	CDS
👍	Assault	💬	Disorderly Conduct
🚗	Auto Theft	●	Robbery
●	Burglary	●	Vandalism
		↗	Weapons

Crime Analysis Section
Montgomery County Police
September 11, 2008
Information from
internal sources
cross-referenced with
Calls For Service Data

63

Gang Related Crimes in CSAFE Areas
01/01/2007 - 08/31/2008

Germantown

Montgomery Village

FREDERICK

MIDDLEBROOK

WARING STATION

CSX TRACK 1

CLOPPER

WISTERIA

GERM...

GREAT SENECA

LIBERTY MILL

N E
W S

Crime Analysis Section
Montgomery County Police
September 11, 2008
Information from internal sources
cross-referenced with
Calls For Service Data

TYPE

- Aggravated Assault
- Burglary
- CDS
- Robbery
- Sex Offense
- Vandalism
- Weapons

64
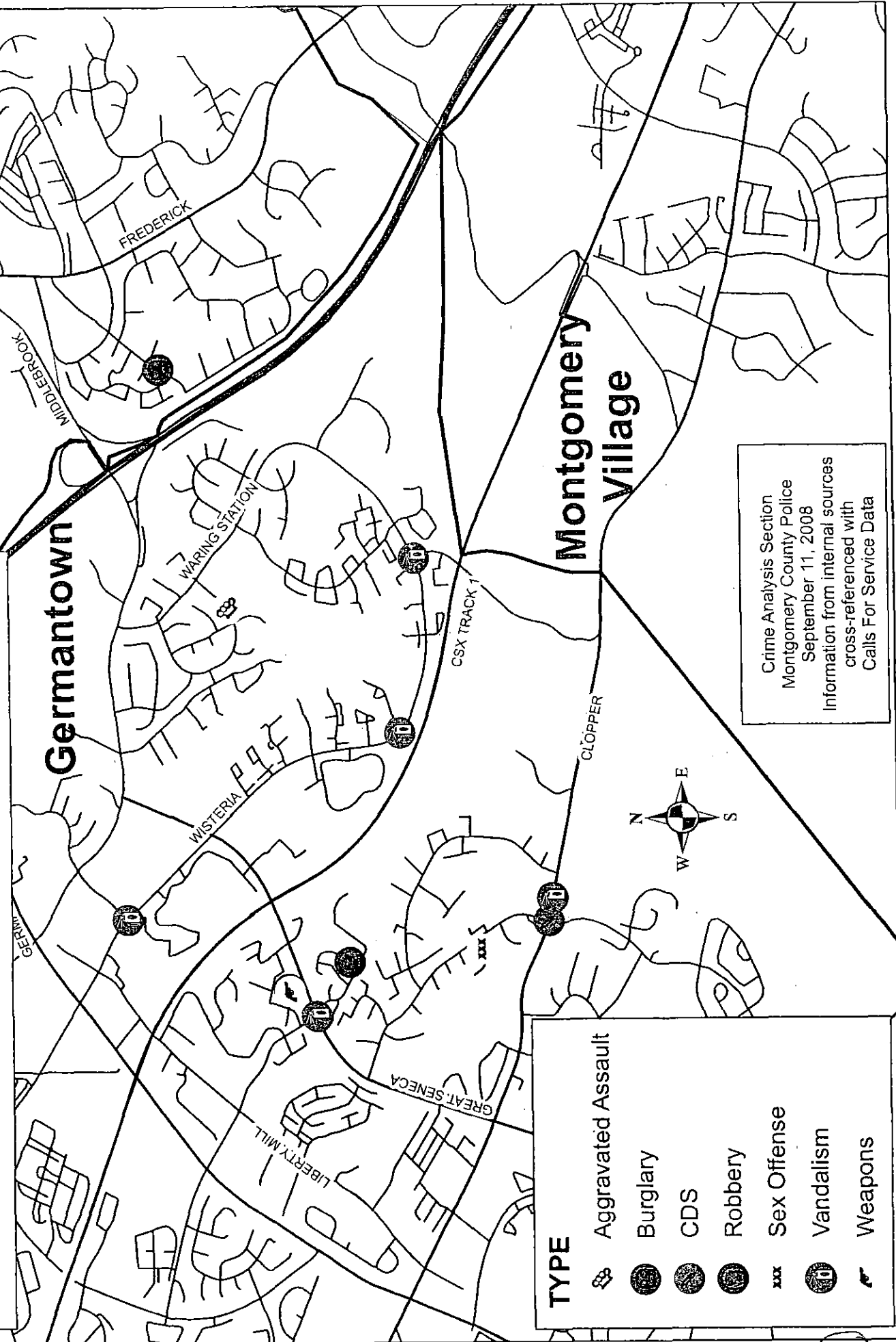
Density of Juvenile Offenders

From July 2007 to June 2008
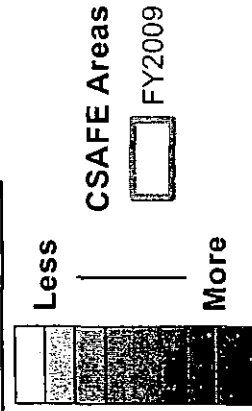
Germantown

Montgomery Village

Wheaton

Silver Spring

Rockville

Bethesda

Approx. 19% of Juvenile
Offenders in CSAFE Areas

The arrest information is representing
the location of the offender's residence.
*Disclaimer: Not every address
able to be plotted properly due
to incomplete data.*

N
E
W
S

Key

Density of Juvenile
Offenders

Less

CSAFE Areas

☐ FY2009

More

Crime Analysis Section
Montgomery County Police Dept.
September 10, 2008
CAS#: 08-793
Arrest data from CJIS Database

65
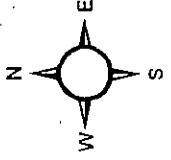
Density of Juvenile Arrests

From July 2007 to June 2008

Germantown

Montgomery Village

Wheaton

Silver Spring

Rockville

Bethesda

Approx. 15% of Juvenile Arrests in CSAFE Areas

The arrest information is representing the location of the crime incident. Disclaimer: Not every address able to be plotted properly due to incomplete data.

Key

Density of Juvenile Arrests

Less

CSAFE Areas

☐ FY2009

More

Crime Analysis Section
Montgomery County Police Dept.
September 10, 2008
CAS#: 08-793
Arrest data from CJIS Database

66

Juvenile Offenses
For 2007

Offenses Include: Runaways,
Out of Control, & Other

Germantown

Mont.
Village

Wheaton

Silver
Spring

Rockville

Bethesda

N
E
W
S

Density of
Juvenile Offenses

Less

More

CSAFE Areas

FY2009

67

Violent Crime in Montgomery County

January 2008 to June 2008

Germantown

Mont. Village

Wheaton

Silver Spring

Bethesda

Rockville

Density of Violent Crime Suspects

Less

More

CSAFE Areas

N
W E
S

Violent Crime in Montgomery County
January 2008 to June 2008

Germantown

Mont. Village

Wheaton

Rockville

Silver Spring

Bethesda

Crime Rates

Violent Crime In CSAFE Areas - 231
Violent Crime in County - 838

Key

🏃 Homicide - 10

▲ Rape - 56

✳ Robbery - 506

▥ Aggravated Assault - 266

☐ CSAFE Area - FY2009
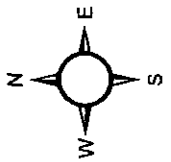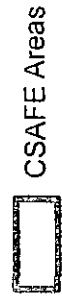
Crime Analysis Section
Montgomery County Police
September 9, 2008
CAS#: 08-793
Information from Tactical Database
Not UCR Compliant

69

Overlay of All Montgomery County Police
Youth-Related Programs

ALL MONTGOMERY COUNTY POLICE DEPT
YOUTH PROGRAMS

Legend
★ Explorer Locations
🛡 PAL
• PSTA
Explorer
👤 Leap Locations

loc_schools
○
ES
HS
MS
SP
Majorhwy
CSAFE Boundaries
Police Districts
Countybnd

70
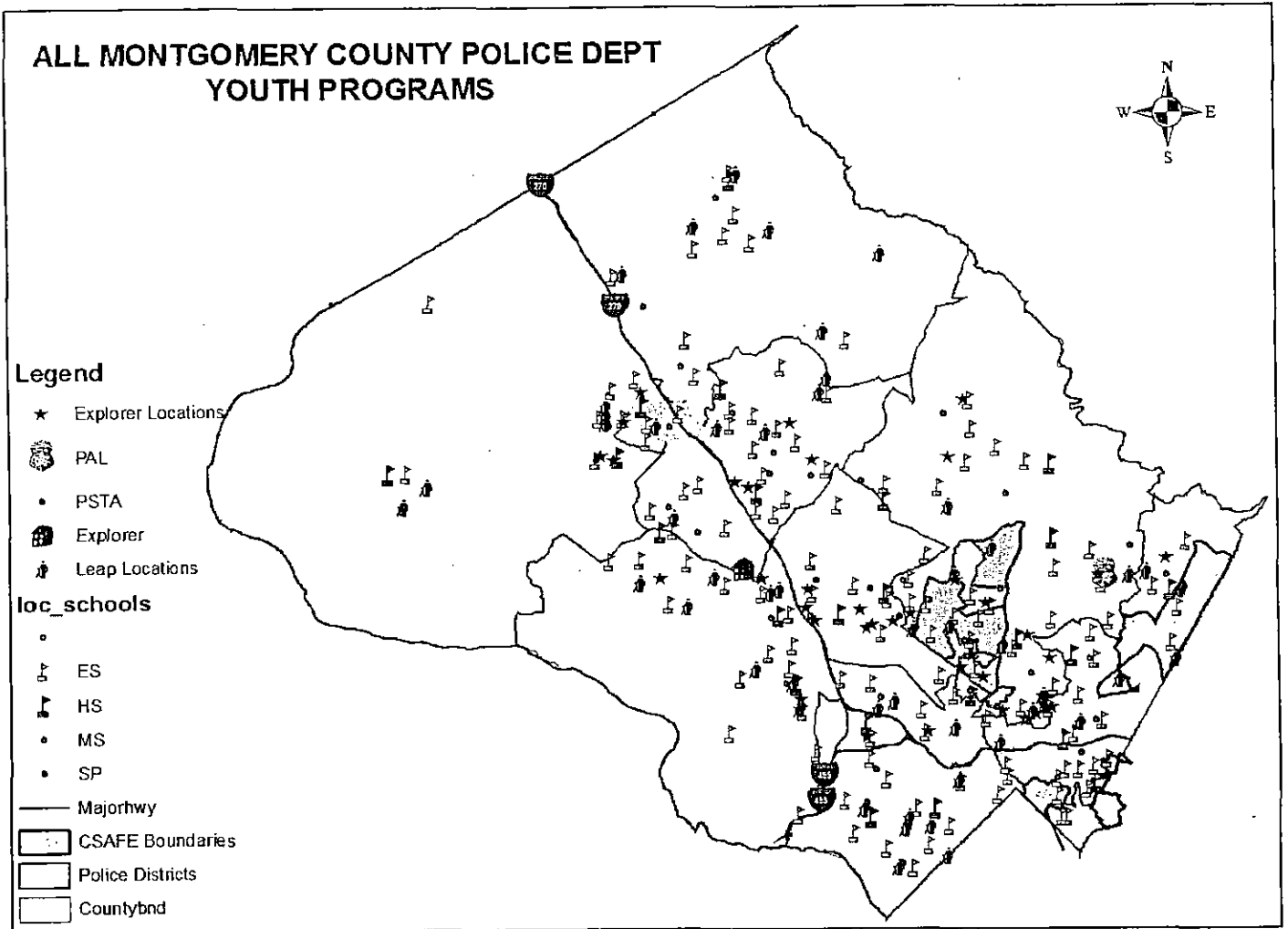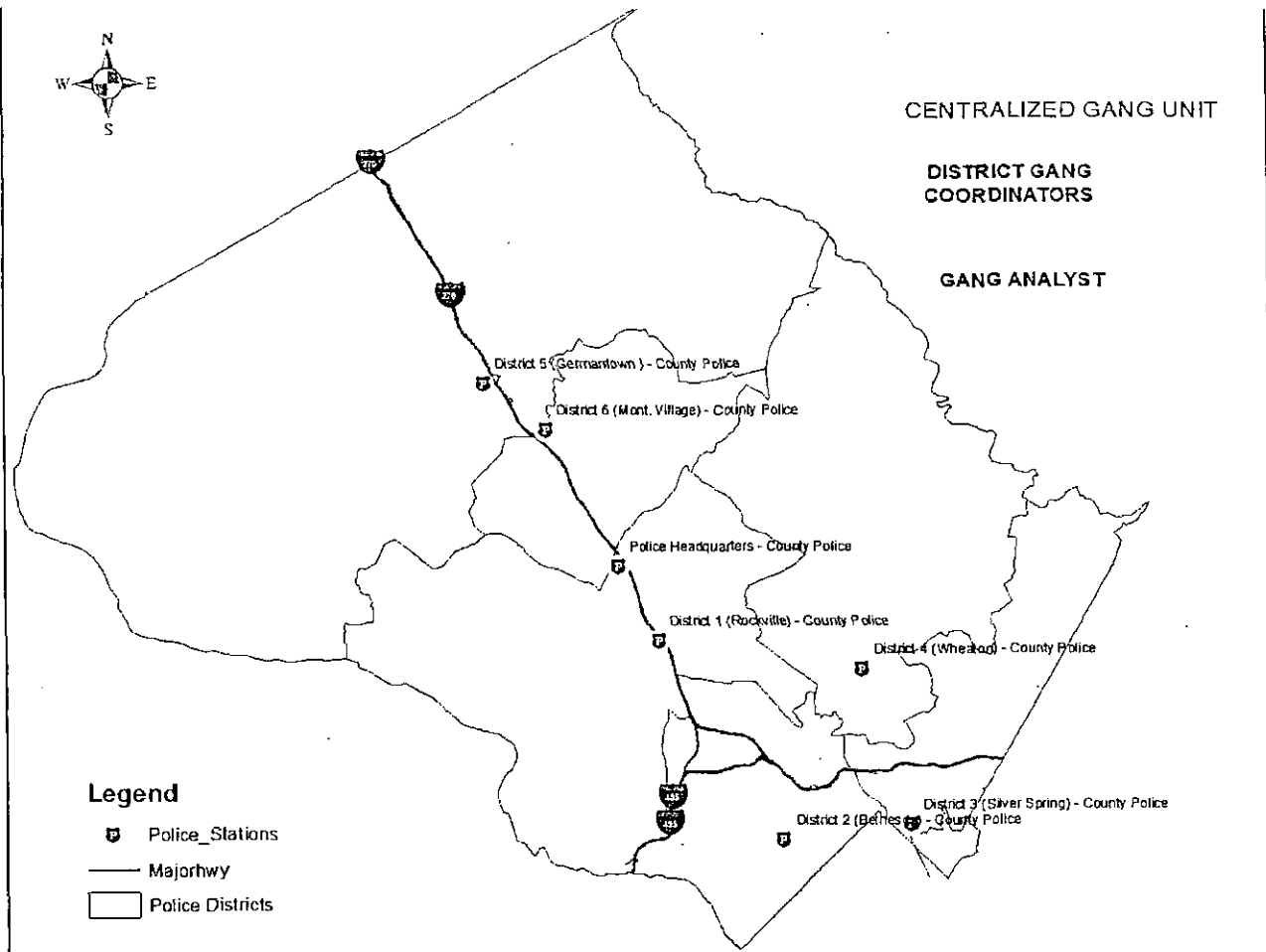
Centralized Gang Unit

- Countywide program which is dedicated to prevention, suppression and intervention
- 1 Sergeant and 6 PO3's assigned to SID
- Target population: At-risk youth and young adults ages 15-24
- FY09 personnel cost: $789,230

Gang Crime Analyst

- Analyzes reported gang crime, generate intel reports on active gangs, gang members and crime patterns
- 1 Program Specialist I assigned to SID

District Gang Intel Coordinators

- Countywide coverage, district-based
- Track gang crime within each district; work actively with EFOs, MCPS, Central Gang Unit, others
- 6 PO3's total
- Target population: At-risk youth and young adults ages 15-24
- FY09 personnel cost: $643,490

Student Safety Patrol Program

Legend
- elem_school
- Majorhwy
- Countybnd
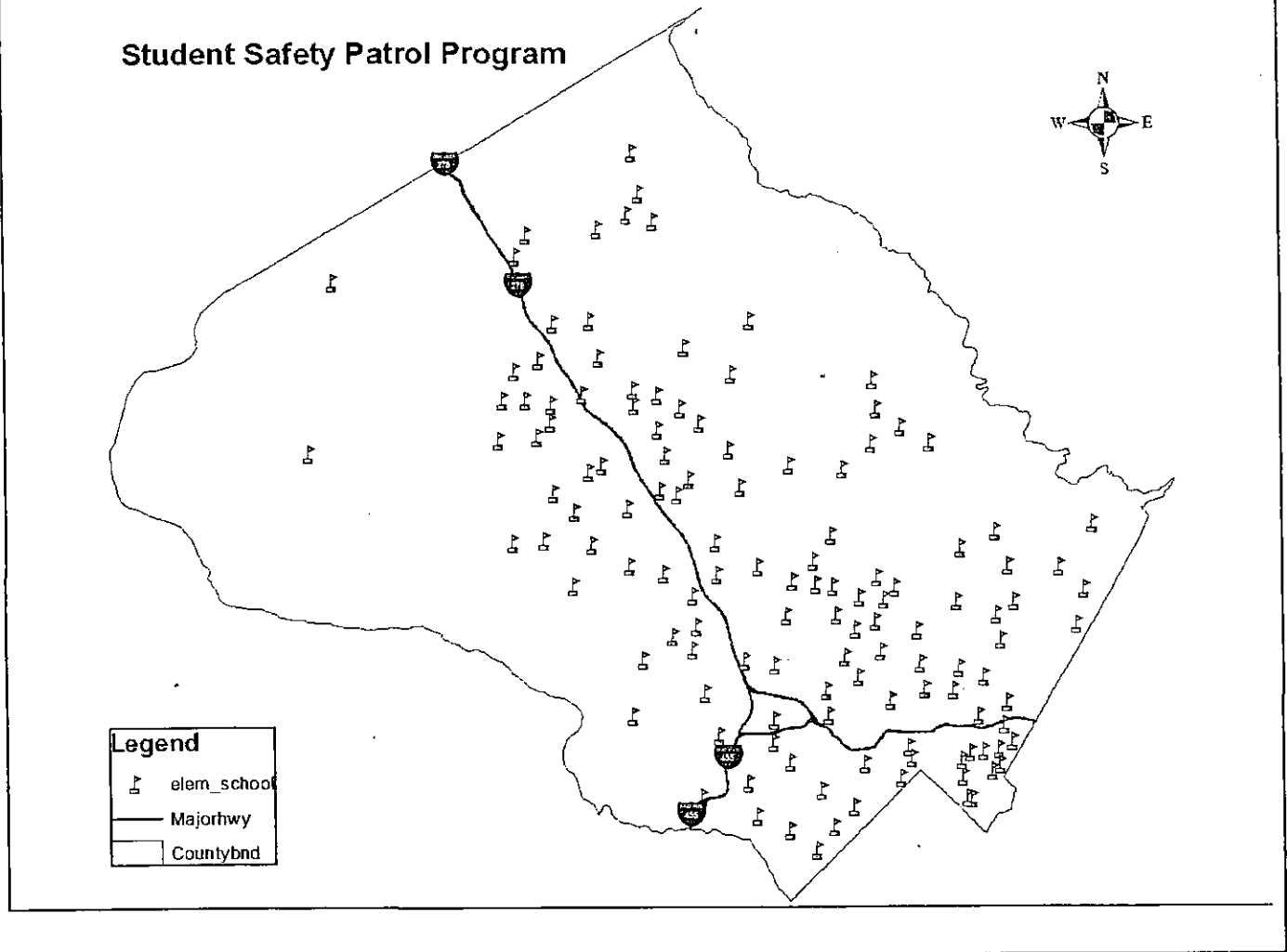
Crossing Guards and Student Safety Patrol

- Countywide program
- Provides Crossing Guards as well as structure and leadership to 5th grade Safety Patrols to ensure safety of elementary school children
- 1 Sergeant, 5 PO3s and 179 part-time Crossing Guards
- Target population: Elementary school children generally, and 7,000 5th grade Safety Patrols
- FY09 personnel cost: $5,189,960
- Cost per youth served: $741.42

72
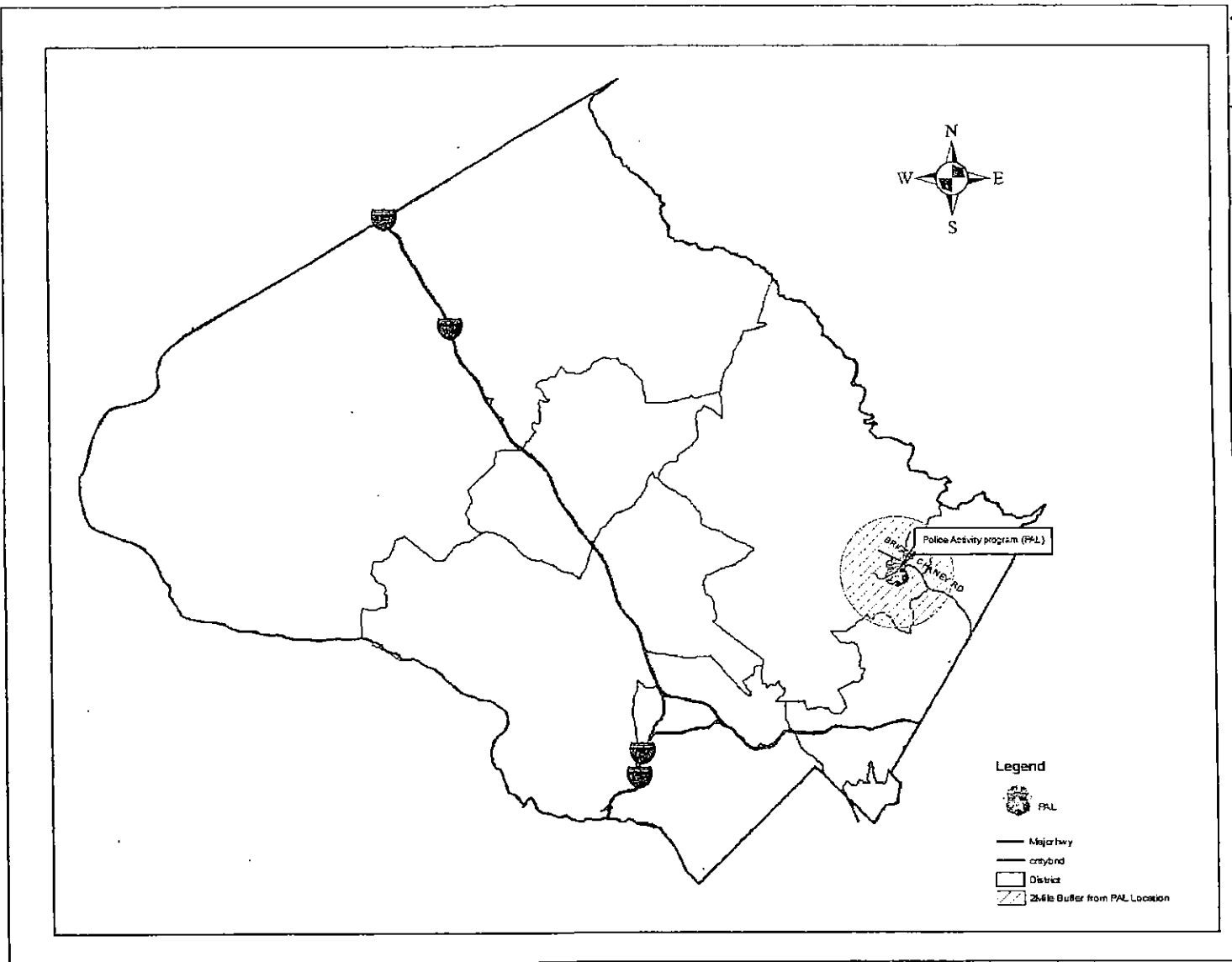
Police Activities League (PAL)

- Sited at Good Hope Recreation Center; service area is a 2-mile radius around the Center
- Provides year-round recreational, educational, cultural, and social activities during after-school and evening hours
- 1 Corporal (FY09)
- Target population: At-risk youth ages 7-17; typically serve 40-50 youth
- FY09 personnel cost: $127,557
- Cost per youth served: $2,551-$3,189

**Legend**

|	
★	Participant Locations
🏛	PSTA
——	Majorhwy
——	STRT_EXP
▦	Police Districts
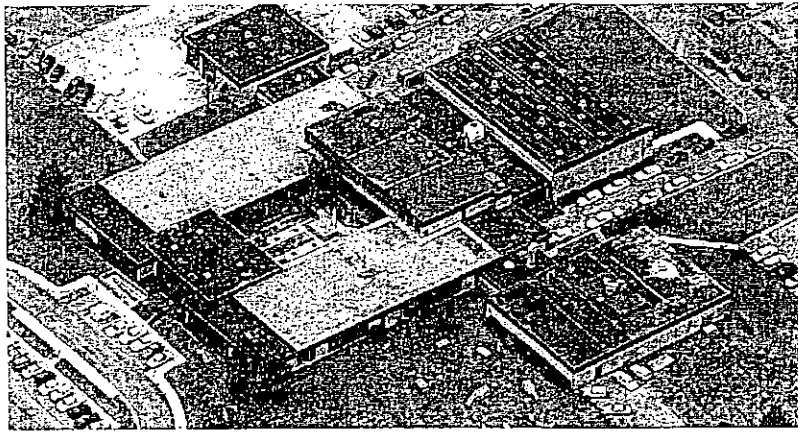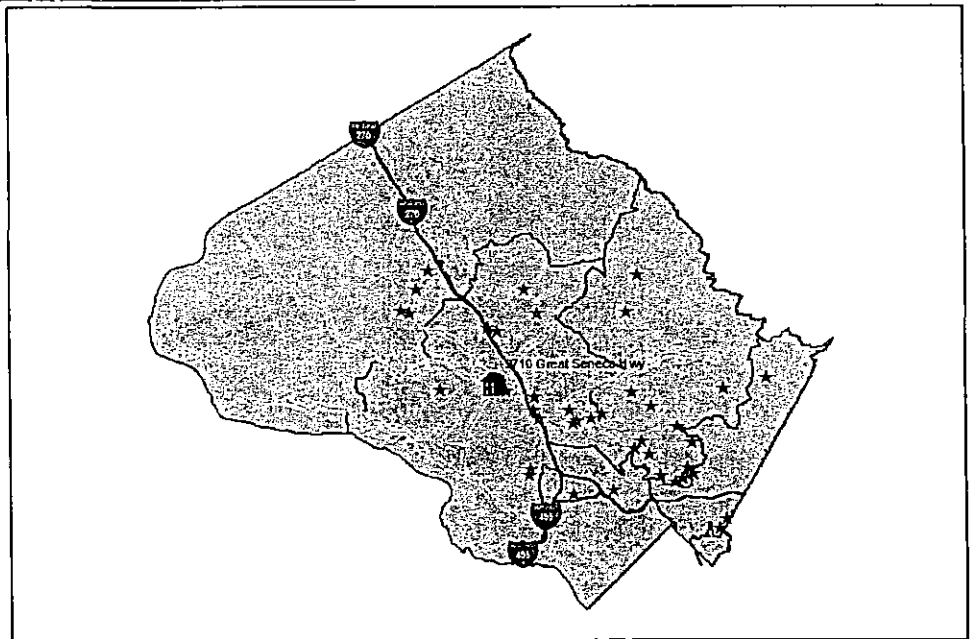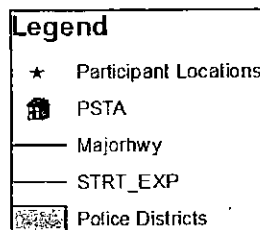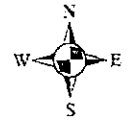
Police Explorers

- Countywide program sited at the Academy
- Hands-on program designed to give young people an insight into and experience in a law enforcement career
- 1 PO3 (coordinator)
- Target population: Youth interested in a police career, ages 14-21; typically serve 50+ young persons
- FY09 personnel cost: $107,248 + $15,000 operating expenses
- Cost per youth served: $2,445
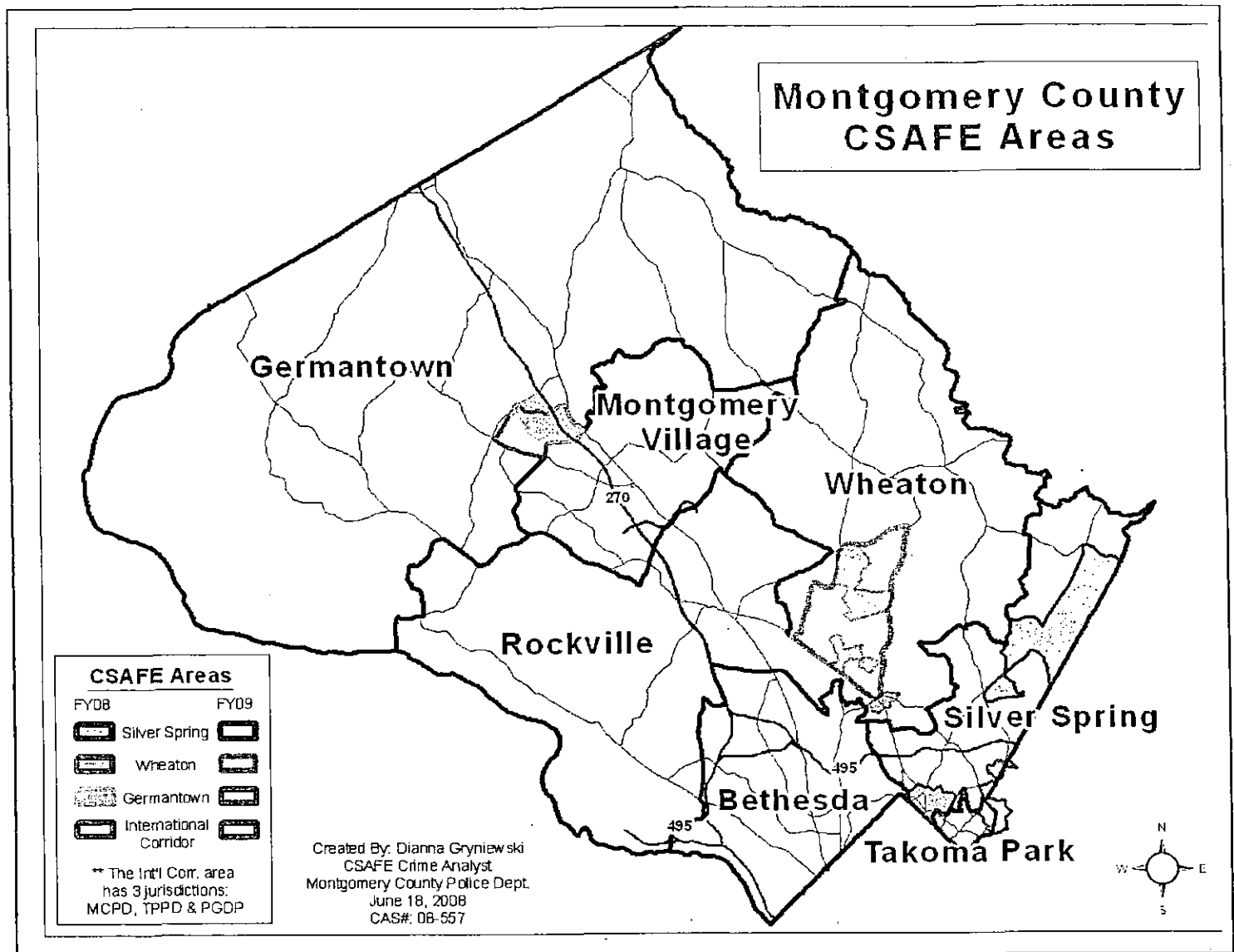
74

Community Outreach
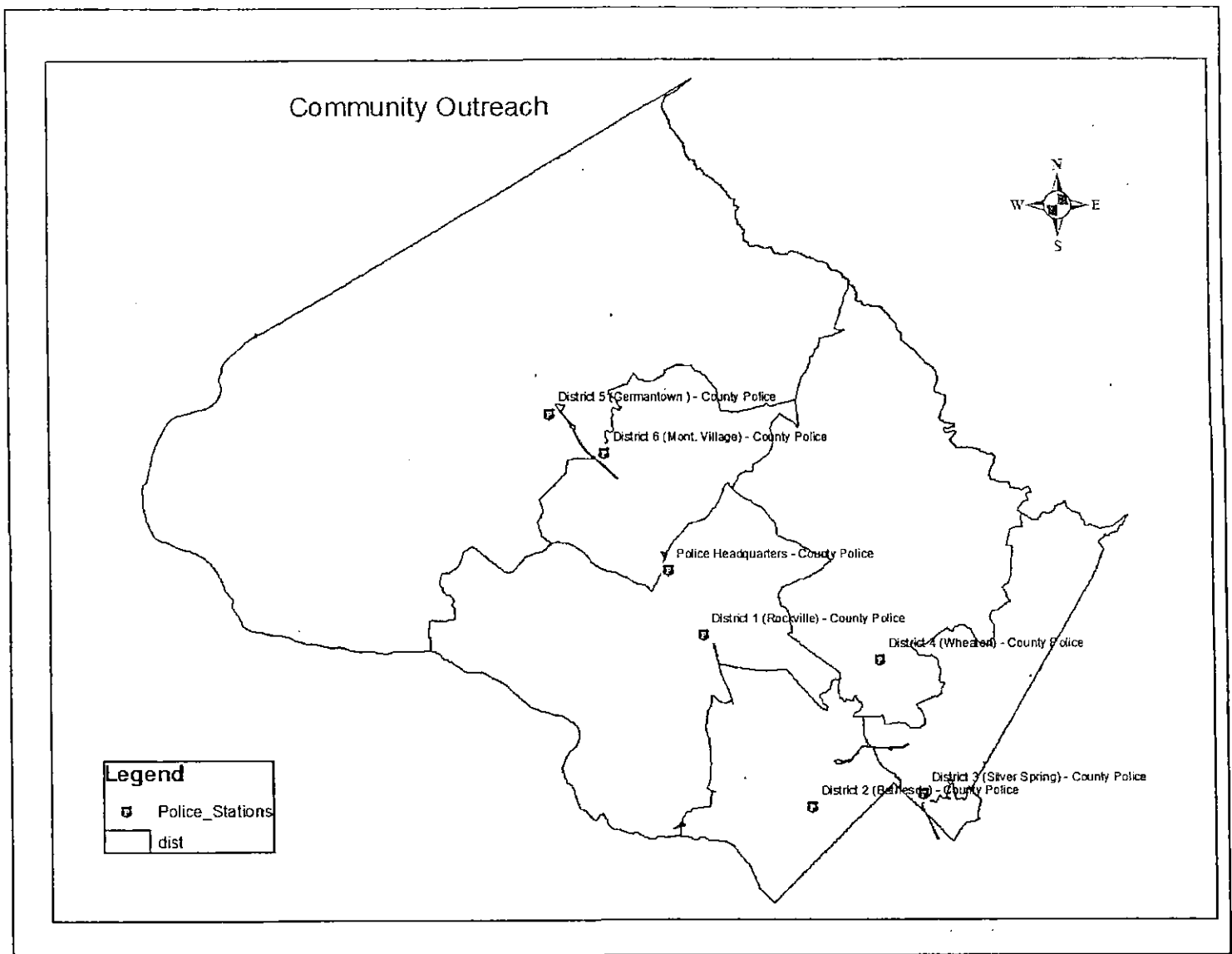
Community Outreach Officers

- Countywide coverage, district-based
- Provides crime-prevention, gang prevention, and community outreach presentations
- 12 PO3s
- Target population: Persons of all ages
- FY09 personnel cost: $1,286,980
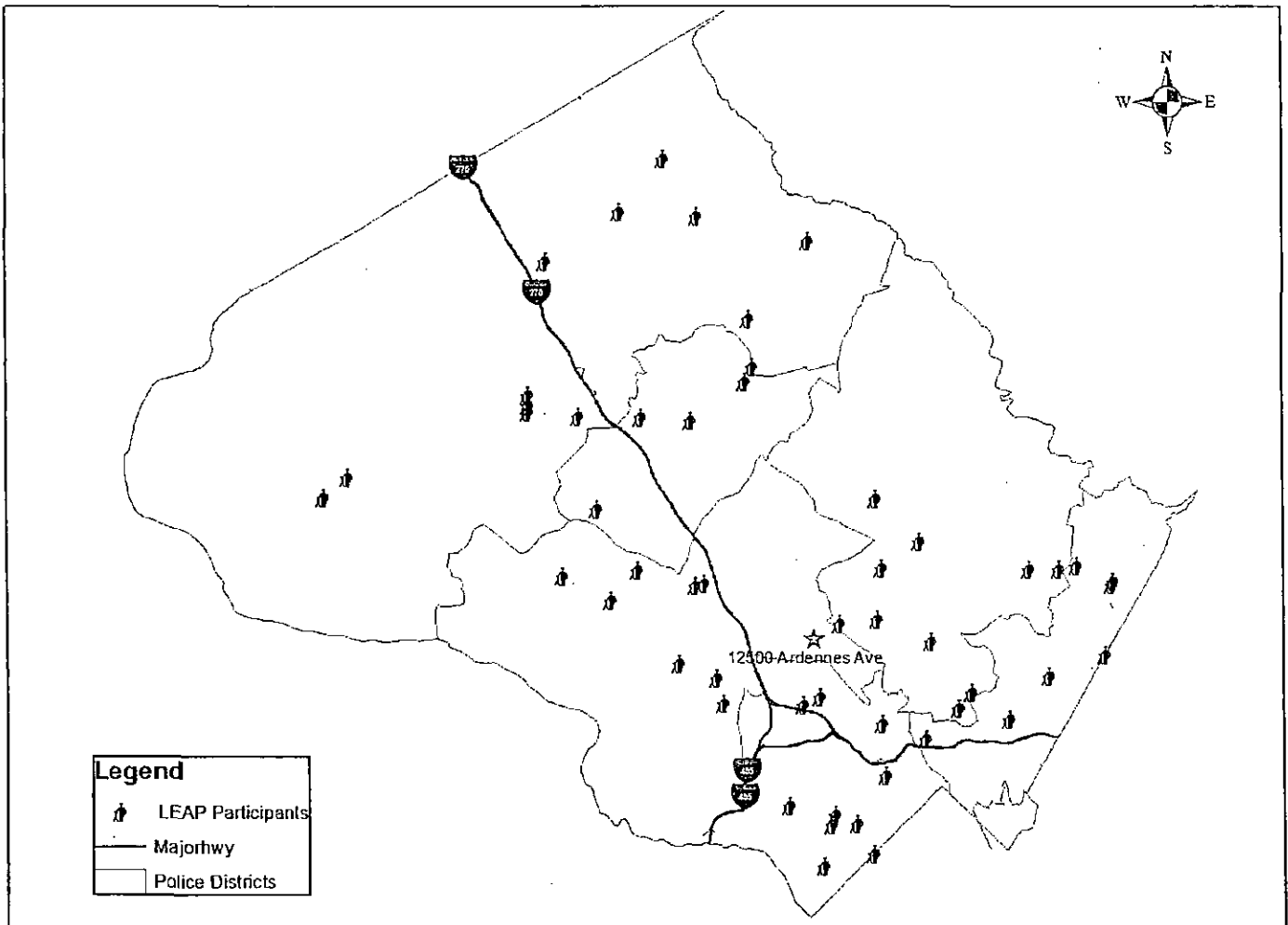
75
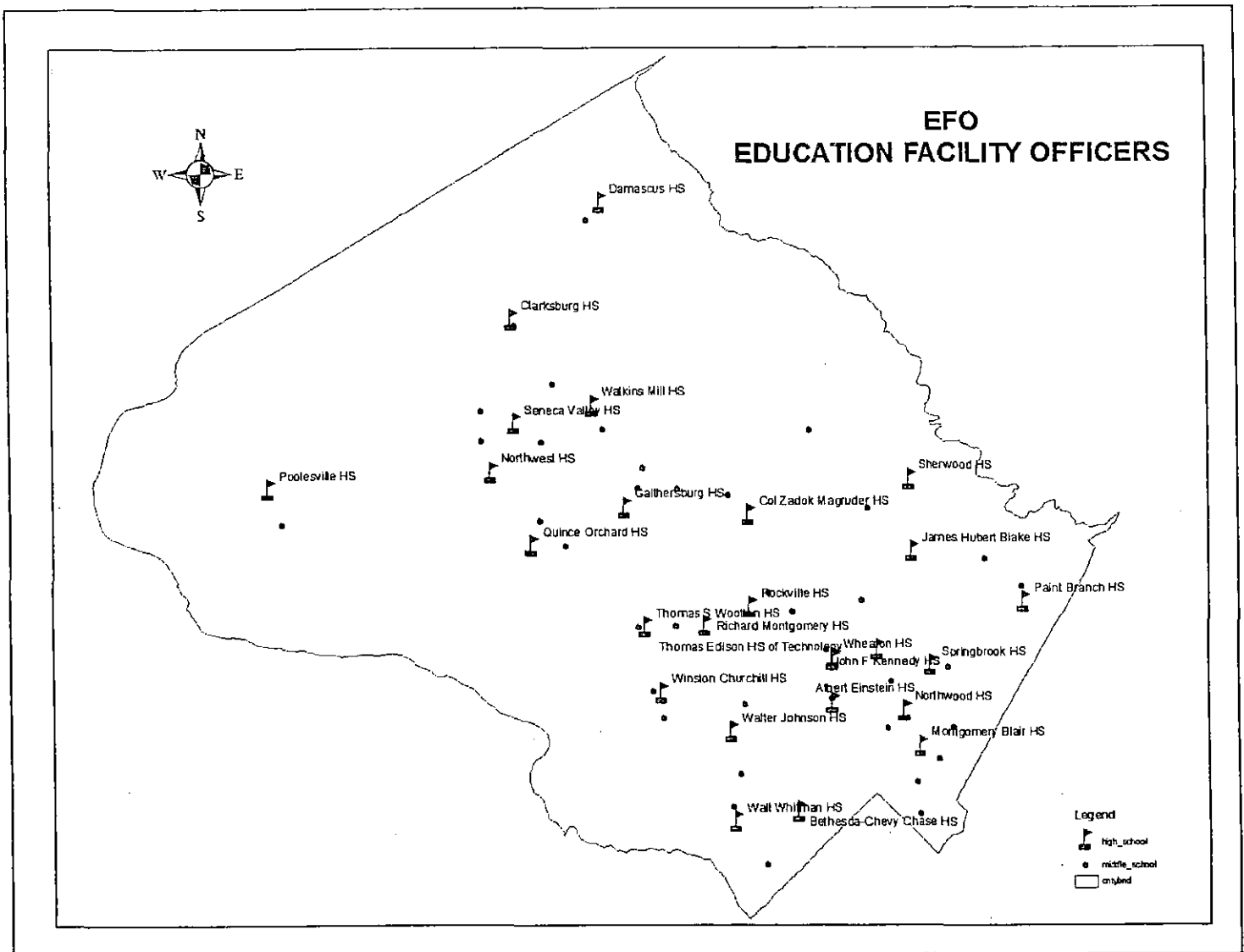
Educational Facilities Officers

- Countywide coverage, school-based
- Provides non-confrontational police presence, mentorship, leadership and instruction
- 31 PO3's
- Target population: High school & middle school students
- FY09 personnel cost: $3,324,690

76

Montgomery County CSAFE Areas

Germantown

Montgomery Village

Wheaton

270

Rockville

Silver Spring

Bethesda

495

495

Takoma Park

CSAFE Areas

FY08   FY09

Silver Spring

Wheaton

Germantown

International Corridor

** The Int'l Corr. area has 3 jurisdictions: MCPD, TPPD & PGDP

Created By: Dianna Gryniewski
CSAFE Crime Analyst
Montgomery County Police Dept.
June 18, 2008
CAS#: 08-557

N
W — E
S

C-SAFE Zones

- 4 distinct areas: Route 29 Corridor, International Corridor, Bel Pre Corridor, Middlebrook area
- Recidivism prevention through the home visit program; collaboration between police and Parole & Probation
- Target population: juvenile offenders 13-18 years old
- Overtime costs are grant-funded (GOCCP)

77

Law Enforcement Apprentice Program (LEAP)

- Countywide coverage
- Provides exposure to public service and career development opportunities to students
- Target population: High school and college students ages 16-21; serves 55 students
- 1 Program Manager (coordinator)
- FY09 personnel cost: $116,822
- Cost per youth served: $2,124